



New Manager Transitions

About this Topic: New Manager Transitions



Topic Mentor

Linda A. Hill

From her more than 20 years of extensive field work, Professor Linda A. Hill has helped managers create the conditions for effective management in today's flatter and increasingly diverse organizations. She is a professor and Chair of the Leadership Initiative at Harvard Business School. She is also the author of the best-selling *Becoming a Manager* (Harvard Business School Press) and the content expert for *Coaching for Results* and *Managing Direct Reports*, award-winning interactive programs from Harvard Business School Publishing.

Topic Source Notes

Learn

Dan Ciampa and Michael Watkins. *Right from the Start: Taking Charge in a New Leadership Role*. Boston: Harvard Business School Press, 1999.

A. R. Cohen and D. L. Bradford. *Influence without Authority*. New York: John Wiley & Sons, 1990.

Daniel Goleman. "Leadership That Gets Results." *Harvard Business Review OnPoint Enhanced Edition*, August 2000.

Daniel Goleman. "What Makes a Leader?" *Harvard Business Review OnPoint Enhanced Edition*, February 2000.

Paul Hersey and Kenneth H. Blanchard. "Life Cycle Theory of Leadership." *Training & Development Journal*, May 1969.

Linda A. Hill. *Becoming a Manager: Mastery of a New Identity*. Boston: Harvard Business School Press, 1992.

Linda A. Hill. "Exercising Influence." *Harvard Business School Case Note*, May 31, 1994.

Linda A. Hill. "Managing Your Team." *Harvard Business School Case Note*, March 28, 1995.

Linda A. Hill. "What It Really Means to Manage: Exercising Power and Influence." *Harvard Business School Case Note*, February 15, 2000.

John P. Kotter. "What Leaders Really Do." *Harvard Business Review OnPoint Enhanced Edition*, February 2000.

Michael Watkins. *Taking Charge in Your New Leadership Role*. Boston: Harvard Business School Publishing, 2001.

Steps

Daniel Goleman. "Leadership That Gets Results." *Harvard Business Review OnPoint Enhanced Edition*, August 2000.

Linda A. Hill. "Exercising Influence." *Harvard Business School Case Note*, May 31, 1994.

Tips

Linda A. Hill. "Exercising Influence." *Harvard Business School Case Note*, May 31, 1994.

Linda A. Hill. "What It Really Means to Manage: Exercising Power and Influence." *Harvard Business School Case Note*, February 15, 2000.

Tools

A.R. Cohen and D.L. Bradford. *Influence Without Authority*. New York: John Wiley & Sons, 1990.

Daniel Goleman. "Leadership That Gets Results." *Harvard Business Review OnPoint Enhanced Edition*, August 2000.

Linda A. Hill. *Becoming a Manager: Mastery of a New Identity*. Boston: Harvard Business School Press, 1992.

Linda A. Hill. "Managing Your Team." *Harvard Business School Case Note*, March 28, 1995.

L. Hirschorn. *Managing in the New Team Environment: Skills, Tools, and Methods*. Reading, MA: Addison-Wesley Publishing Company, 1991.

Daniel Goleman. "Leadership That Gets Results." *Harvard Business Review OnPoint Enhanced Edition*, August 2000.

Ken Blanchard. *Situational Leadership*. Escondido, CA: Blanchard Training and Development, Inc., 1994.

What Would You Do?

What would you do?

Camilla was five hours into the worst day of work she had ever had. Just a few weeks ago, she had been promoted to manager of the company's sales force. Her pride and enthusiasm quickly faded as the pressures of her new position became apparent. Victor, one of her top salespeople,

had left to take a job at another company. She couldn't understand it; Victor had been with the company for quite a few years. What had she done to make him leave? And then there was Ken, the head of the company's production department. Although Ken was a nice person and a good manager, Camilla was having trouble working with him. Ken was always making recommendations, from a production perspective, about how sales should conduct its business. Camilla appreciated his input, but had trouble balancing it with her own supervisors' expectations. She knew that she couldn't disappoint her supervisors just to maintain good relations with the production department. At the same time, she knew that without good relations with the production department, her team would not be able to do its job. She wanted to quit being a manager and go back to being liked by everyone else. She felt worn out by the pressure and the lack of sleep. She began to wonder if she was really cut out for this job in the first place.

What would you do?

Becoming a manager is a big transition. It carries with it new roles and responsibilities—and seeing your organization with new perspectives. Many new managers go through a period of uncertainty in regards to their new responsibilities. But with time and practice, they gain the skills and confidence they need to excel in their new roles. In this topic, you'll learn how to transition from an individual contributor to a new manager, manage the dynamics behind power and influence, and build effective, well-functioning teams.

Making the transition from team member to manager is tough. How can you prepare for the responsibilities and stresses of your new role?

Topic Objectives

This topic helps you:

- Learn what to expect during your transition from individual contributor to new manager
- Understand the crucial differences between being an individual contributor and leading a team or department
- Manage the dynamics behind power and influence
- Learn how to adjust your managerial style to meet your team's or department's performance needs
- Build effective, well-functioning teams
- Cope with the stresses and emotions of becoming a manager

Moving up

Congratulations—you're becoming a manager! You've worked hard, and now you're preparing to take a big step into a whole new role. Perhaps you're entering the realm of management from any of these directions:

- You've scored impressive achievements as an individual contributor—for example, as a top salesperson for your company.
- Your supervisor has promoted you to a team-leadership position—for instance, head of your regional sales force.

- You've built a successful one-person business of your own. To sustain that success, you now need to hire and manage staff for the first time; for example, an administrative assistant, a bookkeeper, or salespeople.

Wherever you're coming from, you can boost your chances of continued success in your new role by understanding what managers really do. To begin, consider a number of all-too-common myths about management—and replace them with their corresponding truths.

Myth: You'll use the same skills

“ I didn't have the slightest idea
what my job was. ”
–A new manager

Many new managers believe they'll be using the same skills they used as individual contributors—except that they'll need to apply those skills to more challenging projects.

Reality: The skills that lead to success as an individual contributor differ markedly from those needed to manage.

For example, suppose you're being promoted from salesperson to regional sales manager. As a salesperson, you probably possessed a number of essential, specific skills, including:

- Understanding the features and benefits of the product you were selling
- Knowing how to identify and fulfill customers' needs through your company's offerings
- Making sales calls on your own

As a regional sales manager, you still need to use the skills you honed as an individual salesperson, but now you also need to work through others to achieve your objectives. New managerial skills will be more people-oriented than before as you:

- Travel with your salespeople to observe their selling styles
- Coach newly hired members of your sales team
- Assess the performance of each salesperson
- Motivate them to achieve the company's regional sales objectives

The skills you bring to your new position will remain valuable throughout your career. However, as a *manager*, your success will also depend on a different set of skills—particularly people skills.

Myth: All you need is power

“ The manager is the person in power, the authority, the expert. ”
–A new manager

Do you imagine that, as a manager, you'll have more power than you had as an individual contributor? It's easy to reach this conclusion. After all, many managers have:

- More formal *authority*, in the form of control over budgets, staffing, and other aspects of their group
- Higher *status* within the organization

- More *access* to important organizational resources, such as their own supervisors' advice and support, the attention of top-level executives, training and development opportunities, and so forth

Reality: Managers do have power, but power does not guarantee that a manager has influence. As a manager, you have to use the tools of power—*authority*, *status*, and *access*—to *influence* others.

So, what exactly is the difference between *power* and *influence*? The following definitions help clarify the distinction:

- **Power:** An individual's or group's *potential* to influence another individual or group.
- **Influence:** The *exercising* of power to change an individual's or group's behavior, attitudes, and values.

As a manager, the amount of power and influence you accumulate stems from two sources:

1. **Your position in the organization.** Your position in your organization's hierarchy affects your ability to influence others.

For example, if you have a central or highly visible position in your organization, then you have more power than if your position is marginal. A marketing manager overseeing the marketing plan for the company's most profitable product would likely have more positional power than a salesperson in the field.

2. **Your personal characteristics.** You gain power from your expertise, understanding, effort, reliability, and charisma. If people perceive that you are knowledgeable, hard-working, and trustworthy, they are more likely to follow your lead or to be influenced by you.

For example, if your team members know that you keep track of how they are doing on a project and you get the help and resources they need to do their job, they are likely to work hard for the best end results.

In developing positional power, remember the **Manager's Law of Reciprocity**:

To influence others to help you get things done, you provide them with valued resources and services in exchange for resources and services *you* need.

There are many kinds of valued resources and services to offer: for example, sharing knowledge and information, offering aid or advice, acknowledging and accepting other people's contributions.

Though much of your managerial power may derive from the daily activities you perform and your location within the organization, it's your *personal attributes* that most determine how well you capitalize on your position.

How do you leverage your personal attributes? You cultivate networks of mutually beneficial relationships with people whose cooperation you need to succeed. To develop such networks, you need to keep a basic law of human nature in mind: What goes around comes around.

Myth: You'll have a lot of freedom

Many new managers believe they'll have far more freedom to make decisions and take action than they had as individual contributors. Some may also assume that they'll have more free time than before, because they'll have direct reports to handle a lot of the work that needs doing.

Reality: Managers have far *less* freedom (and free time!) to act alone than they might have anticipated. That's because:

- **Managers need the cooperation of other people to get things done:**
 - Peers, supervisors, direct reports, and others *within* the organization
 - Customers, suppliers, competitors, and others *outside* the organization

Thus, managers depend on a network of other people to accomplish their goals, a network they have to spend time developing and maintaining.

- **Managers assume a whole new set of duties, obligations, and relationships.**

For example, if you are a new manager of customer service, you'll have to make sure that your group's efforts coincide with the organization's overall marketing and strategic plan. If customer service is a top priority, then your managerial role becomes critical for the success of the company.

Myth: You'll always feel in control

“ I felt like a puppet in a puppet show. ”
–A new manager

Many managers may seem to have mastered their positions, and their outward appearance can be convincing—even intimidating—to their direct reports or peers.

Reality: All managers are human. Even the most self-assured have their moments of frustrations and feelings of uncertainty.

As a new manager, you need to recognize that moments of frustration are normal. Occasionally, you will certainly feel:

- Constrained
- Uncertain about your ability to handle the job
- Stressed about leading others
- Frustrated when direct reports don't take your direction or listen to you
- Annoyed or discouraged by all the "politicking" you need to do to build influence and get work done

Remember: despite the down times, managers often—though not always—feel excited, competent, and fulfilled in their jobs.

Myth: You'll learn primarily through training

“ How'd I learn this job? Mostly through... trial and error, gut feel, and mistakes... I also read a lot about management and sales. ”
–a new manager

To increase your chances of succeeding in your new managerial role, you can prepare by taking advantage of any available management-training opportunities. Combined with talking with seasoned managers and starting out with realistic expectations, training can be a valuable tool.

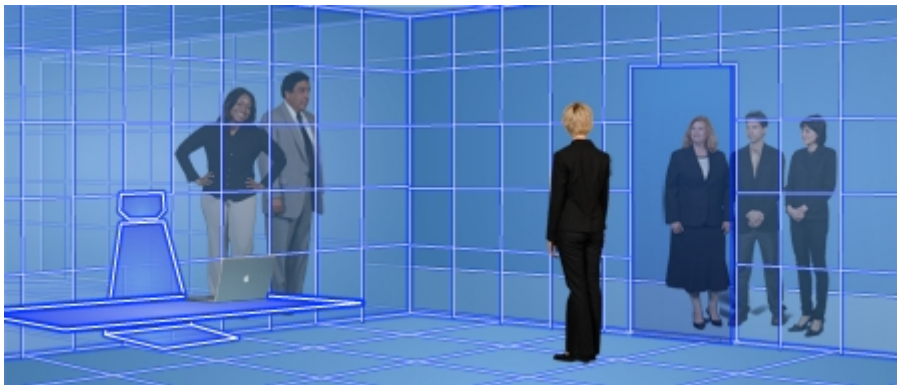
Reality: You can learn only so much through training. Your *best* teacher will be the on-the-job experience you accumulate as you begin actually serving in your new role. By taking on the right new experiences and learning from them, you can use your own insights to improve your performance and build your confidence.

To learn from your on-the-job experiences, you need three tools:

1. **A structured method for reflecting on your on-the-job experiences**—analyzing what went right, what went wrong, and what you can do differently the next time you face a similar challenge.
2. **A system for gathering feedback about your performance.** By gathering feedback from peers, supervisors, direct reports, and other people on how you handled various challenges, you can better see the connections between your actions and their outcomes. You can then hone your behaviors to achieve more of the results you want.
3. **A method for identifying the key issues** in various situations you'll face as a manager. By identifying key issues, you can figure out which lessons a new experience has to offer. For example, suppose you realize that your group must replace its customer-database system to help the company remain competitive. This kind of change initiative may entail the key issue of overcoming employee resistance to learning a new system. If you anticipate this challenge ahead of time, you can watch for opportunities to learn how to address your employees' resistance as you begin implementing the change effort.

Transitioning into a managerial role takes preparation, patience, and perspective, but, remember, it can be an exciting journey.

New managers' expectations



When you become a manager, you enter the role with your own expectations of what your new job will involve. Often, those expectations differ from your job's *real* requirements.

First-time leaders tend to focus on management's rights and privileges, not its duties. They expect to keep managing tasks as they did before, not necessarily people—only with more power, control, and accountability than they had as individual contributors. They see their primary responsibilities as:

- Making task-related or operational decisions
- Hiring and firing direct reports
- Providing opportunities and innovative ideas
- Planning

What new managers often misunderstand is that, to accomplish these goals, they now will depend on other people. Network- and relationship-building—the "people challenges" (such as conflict resolution and politicking)—will actually constitute a major part of their job.

And because many new managers anticipate focusing on tasks rather than orchestrating the performance of their group, they often cling to the "doer" role that they played so well as individual contributors.

Direct reports' expectations

“ I'm paid for making my quota, but my job is to support my people...What do you make of that? ”
–A new manager

Direct reports see their manager's role in very different terms. In their view, a manager's job is to:

- Organize and direct the group's strategic goals
- Support direct reports as they accomplish tasks, including offering guidance, resources, and a sympathetic ear
- Create the conditions that will help direct reports succeed—by providing leadership, keeping things running smoothly, anticipating long-term changes in the business environment, and building effective networks
- Solve problems and answer questions decisively
- Represent your group to others both inside and outside the organization

Overall, direct reports have a relatively clear view of a manager's purpose: to get things done through others.

At the same time, their viewpoint tends to be strongly influenced by their own interests: They expect their manager to serve their own needs and worries—first and foremost.

Supervisors' expectations

In many supervisors' opinions, managers' responsibilities are primarily to:

- Accept final accountability for their unit
- Motivate direct reports to support corporate goals
- Make trade-offs and manage risks
- Formulate and follow well-thought-out plans
- Balance their group's interests with those of others
- Protect the reputations of their superiors and the company

In sum, supervisors tend to hold the most comprehensive and accurate view of what being a manager really entails. They emphasize managerial duties over rights and privileges, and people management over task management.

Peers' expectations

Managers in other functional areas expect a new manager to:

- Represent his or her group or department
- Span boundaries between groups by sharing needed information and resources
- Set agendas and build networks

- Treat peers as partners
- Do what's best for the company

Many new managers start off paying little attention to their peers' needs and expectations—usually because they feel overwhelmed by their new duties. However, they soon learn that their colleagues expect them to cultivate peer relationships as well as relationships with direct reports and supervisors.

Key Idea: Manage conflicting expectations

Key Idea

When you become a manager, everyone you work with—from your supervisor to your peers to your direct reports—will have different expectations of you. Often, their expectations will conflict. How can you *reconcile* these conflicting expectations? Hard-earned experience helps. Over time, you'll likely adopt more realistic expectations as you:

- Encounter the real limits to your power and control.
- Interact with superiors, direct reports, and peers—including receiving requests, complaints, and feedback from all three groups.
- Grapple with inevitable conflicts and dilemmas.
- Clear the air of misunderstandings by communicating with those involved.

Because direct reports have the closest physical presence, managers tend to reconcile expectations with them first. Next, because of the power relationship, new managers usually resolve conflicting views with their supervisors. Finally, new managers pay attention to their peers. However, all three groups are important and need a new manager's attention to start building productive relationships.

Juggling the expectations of your supervisors, direct reports, and peers is a major challenge. How do you decide which expectations to favor?

Activity: Reconcile conflicting views

Many problems require you to balance the expectations of your direct reports, peers, and supervisors. See if you can strike a balance in the following situations.

You are manager of your company's sales department. Last quarter, your department fell just short of its assigned quota.

Review the differing perspectives of your supervisor and direct report.

Your supervisor says:

"You need to motivate your people to get out there and make sales. Apparently, commissions and other incentives aren't doing the job. You should let them know that the lowest performers in the next quarter may not have a job here much longer."

Your direct report says:

"We'd be able to close more sales if we knew more about what we're actually selling, but we're getting no support from the production department. They need to be available to answer our questions about new products. Otherwise, we're just flying blind out there."

What action should you take?

- ☐ Respond to your supervisor's advice and announce that you will dismiss the lowest performers from the sales team at the end of next quarter

Not the best choice. Reconciling conflicting views often means being an advocate for your department to your superiors. Although the ultimate decision may not be yours, you should resist pressure to use negative incentives on your team when you know there are legitimate reasons for temporary underperformance.

- ☐ To further motivate sales, offer an exciting weekend trip to the top salesperson for the next quarter.

Not the best choice. You need to balance your team's desires with the signals you are receiving from your supervisors. Offering a new incentive for your team does not remove the impediment to higher performance they have identified, nor does it answer your supervisor's concerns.

- ☐ Talk to the production department about giving your team better information on new products

Correct choice. Responding to your team's needs will have a positive effect on morale. At the same time, taking steps to remove the impediment to higher sales will satisfy your supervisors. You may still need to put some pressure on your team and warn them that management is considering downsizing, but overall this course of action is a good attempt to balance conflicting expectations.

Sales have picked up significantly this quarter. In fact, they've picked up so significantly that the production department is becoming seriously overworked.

Review the differing perspectives of your supervisor and the implementation manager.

Your supervisor says:

"Great work this quarter! We need you to keep it up. Things have been tough for the company this year, but if sales stay at this level we won't have to do any downsizing like we feared."

The implementation manager, your peer, says:

"Some of my people are working sixty-hour weeks. You've got to pull back on sales. We just can't keep this up for much longer."

What action should you take?

- ☐ Tell your salespeople to scale back slightly to give the implementation department more breathing room

Not the best choice. This will relieve the implementation department in the short term, but it completely ignores the demands of your supervisor, and reduced sales may hurt the company in the long term.

- ☐ Take no new action, since your supervisor urged you to maintain the sales level

Not the best choice. Maintaining good relations with your peers is crucial to your role as manager. Even if you cannot completely solve the implementation department's problems, you should try to address them in some way.

- ☐ Have your team communicate more with the production department about upcoming sales and see if you can create a plan to reduce production's workload

Correct choice. Inter-department communication is always a good idea, and you may be able to find a partial solution through this method while still meeting your supervisor's demands.

Your sales team has been using the same customer-tracking software for almost seven years. It offers much less functionality than some of the newer software on the market.

Your direct report says:

"This software was fine five years ago, but now it's holding us back from our full potential. Upgrading to SalesBuddy 3000 will help us track customer information much more effectively, so that we can close more sales in less time."

The IT Manager, your peer, says:

"Look, upgrading to SalesBuddy 3000 won't be a simple task. It'll require upgrading every computer in the sales department as well as making serious overhauls to the network infrastructure. My people just don't have the time or resources for this right now."

Review the differing perspectives of your direct report and the IT manager.

What action should you take?

- ☐ Tell your team that, unfortunately, they'll have to continue to make do with what they have for the time being

Not the best choice. While it may ultimately prove true that your team will have to stick with their old software, you should provide alternative solutions or a plan for change in the future. Saying "there's nothing to be done" will have a negative effect on morale.

- ☐ Meet with the IT department manager to see if you can arrive at a long-term plan for upgrading your team to SalesBuddy 3000

Correct choice. This is probably the best place to start. If you cannot upgrade your team to the new software immediately, you can at least console them with the news that they will be able to update in the future. If you make it a collaborative process with the IT department, you can reconcile your team's views with theirs.

- ☐ Go to your supervisors and investigate the possibility of sending a directive to the IT department

Not the best choice. Going behind the back of one of your peers may hurt you in the future. If you don't maintain healthy interdepartmental relationships, your department will

find itself unable to get the support and assistance that it needs to succeed.

Be an agenda setter

“It's like I'm running my own business.”
—A new manager

Setting an agenda for your group involves articulating strategies that will help your group support the company's objectives—and then ensuring that those strategies are implemented.

To think like an agenda setter, you need to:

- View yourself as an entrepreneur running his or her own business—and must therefore attend to all the forces that may make or break that business.
- Broaden your perspective to include not just your group, but also the larger organization, as well as the industry and business environment in which your company operates.
- Develop and maintain a budget to support your agenda.
- Adopt a long-term orientation; think about various future scenarios and decide how your group should respond.
- Balance any tensions between your team or department and other groups of the larger organization, including clarifying priorities and making mutually acceptable compromises.
- Accept that the priorities you identify may not necessarily be shared by your direct reports unless you communicate your vision to them.

Note: New managers find themselves having to cope with financial resources and constraints in new ways.

These multiple perspectives reveal that agenda setting is a complex process of thought and decision making that takes into account multiple factors beyond your particular group.

Be a network builder

Building networks involves strengthening and sustaining mutually beneficial relationships with everyone you interact with—superiors, peers, and direct reports, as well as customers, suppliers, and people from partnering companies.

To think like a network builder, you need to:

- View yourself as a "people developer," not a "task doer."
- See the value in organizational politics as sharing and forming alliances.
- Understand where you fit in the organization and how to use your position and personal qualities to achieve your goals and obtain needed resources—as well as help others do the same.
- Grasp the importance of developing relationships with people outside as well as inside your group.
- Be open to creating opportunities to spend time with bosses and peers—such as informal chats, lunches, meetings, and social interactions.

- Be willing to participate actively in your organization and the larger community to build up the reputation of your group and company.

Building networks—connections with other people—is easier for some than for others. But remember that practice makes this process familiar, and it's the only way to deal productively with the political realities of the business world.

Key Idea: Frame problems from the organization's perspective

Key Idea

When you make the transition from individual contributor to manager, you not only revise your expectations and see yourself in a different light, you also begin viewing and handling problems and measuring success in whole new ways.

The problems you encountered as an individual contributor likely related directly to your particular job. However, your identity as a manager includes becoming a role model for your direct reports (and peers), looking at the world through the lens of your organization's overall objectives, and being held accountable for your decisions.

As a manager:

- Remember that most problems you'll be facing have more than one solution. Try to envision or solicit as many as possible.
- Define problems in broader, more holistic ways; in other words, view them as relevant to your entire group and organization, not just your own job.
- Consider the value of efficiency over effectiveness in your decisions.

Solving problems in your own department is a top priority. But how do you keep the big picture in mind as you tackle these problems?

Key Idea: Measure your success by your group's

Key Idea

As an individual contributor, you likely defined success in terms of your own performance—how many new customers you acquired, how well a new product you designed worked, and so forth. As a manager, however—someone whose primary responsibility is to get things done through others—you need to measure success differently.

Specifically, your success will be defined by:

- How well your *group* achieves its objectives
- How much you've helped your direct reports hone their skills and manage tasks effectively
- How strongly your group's achievements have supported the company's objectives and strategies

In other words, you succeed only when your group succeeds.

As a team member, you can measure yourself by your individual contributions. But a manager is only as successful as the team he or she leads.

Derive satisfaction in new ways

Just as success needs to be measured in new ways for a manager, satisfaction can take a different form.

In the past, you may have been pleased with your own individual accomplishments, but now you need to *find satisfaction from different sources*. For one thing, you may be many steps removed from the outcome of your decisions and actions. As a result, your relationship to the outcome may be distant, ambiguous, or even unrecognized. You will rarely get the same instant gratification you got in the past with a successful outcome that was clearly your doing.

How can you still feel gratification under these changed conditions? Many managers learn to enjoy:

- Seeing and helping other people succeed
- Discovering that they can be effective coaches who bring out the best in others
- Seeing themselves gradually adapt to their new identity and master their new responsibilities—thereby getting more of the results they want

In addition to these, you may find other sources of satisfaction. Becoming comfortable with your new managerial identity involves some profound shifts in your beliefs, attitudes, and sometimes even values. Many new managers discover—to their pleasant surprise—that aspects of the job they worried about or dreaded are actually personally fulfilling.

What is a team?



A team is more than just a group of individuals who work together. Rather, it's a small number of individuals with complementary skills committed to:

- A common purpose
- Shared performance goals
- An approach to their mission for which they hold themselves collectively accountable

Why create teams?

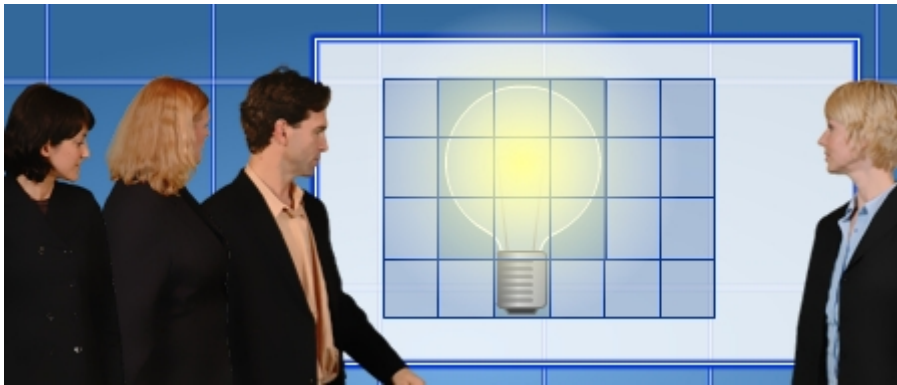
Not all groups or departments constitute a team. Nor do some businesses need the team concept—individuals working on their own, such as brokers in an investment company, may best satisfy the group's overall needs.

For many business tasks or projects, however, a functional, cohesive team can produce results that no one individual could ever manage.

Teams are especially valuable when the work of your group or department:

- Requires a combination of knowledge, expertise, and perspective that can't be found in a single individual
- Requires a large degree of interdependence among group members
- Faces a major challenge, such as reversing falling profitability (in these cases, your group's ability to surmount the challenge will hinge on its success in building a shared performance ethic)

How are teams beneficial?



When teams work well, the results can prove very productive. They may include:

- Increased performance and creativity with the talents of all the team members focusing on a problem or task
- Effective use of delegation and flexibility in task assignments
- Improved communication
- Increased cross-training and development
- Effective implementation when everyone on the team shares commitment and responsibility

Many of these advantages flow from the synergy of team members' skills and experiences. In addition, teams tend to establish new communication processes that encourage ongoing problem-solving. Finally, many people enjoy, and are motivated by, working in teams. As a result, they deliver their best performance in a team setting.

How to manage a team

“ I had to prove that I deserved my team's respect and trust. ”
—A new manager

Adapting your managerial style to fit a team situation doesn't have to mean "tacking on" a whole new approach that will feel unnatural, artificial, or phony to you. Rather, it's more like fine-tuning behaviors

you're already doing, and weaving in some new behaviors that will help you better lead your team.

Consider the four "team-leadership continua" along which managers can move as necessary:

Each of the above continua illustrates a pair of conflicting forces, or tensions, that lie at the heart of team life. And, for each criterion, sometimes it's appropriate to gravitate toward one or the other polar end. Other times, it's appropriate to settle somewhere in the middle. It all depends on the needs of your team.

Leadership Insight: Manager as decision maker

I've had a recent experience where I moved into a new job. It was a lateral move, leading a group that I had not led before or worked with before. My predecessor had actually hired the staff on this group. It was a fantastic job, recruiting and building that group in terms of bringing them on board. There was a transition between hiring the group and the time when I started my new job, when the leadership for the group was missing. So a lot of new hires came in during the transition where the direction was not set forth for them very well.

By the time I got there, there was already, I should say, a lot of confusion and maybe a lack of clarity on the direction on the individual level. The overall group knew what kind of job needed to be done in a broad sense.

On my first day on the job, I would like to use the metaphor of opening the hot oven for the first time without paying attention. It's been heating up for maybe a half hour, and the big wave of heat coming at you is a shock. It's the best way I can explain the level of visible anger that I could see out of a group of almost 30, almost each and every one of them. I wasn't so sure what the actual problem was. That was obviously a symptom of something bigger underneath.

My intention was to get through this as soon as possible, because we had a very tight deadline to meet to accomplish our job, an immediate job that needed to be done. I thought about it, and the best way to do was I had to go through the process of actually making sure I heard and listened to every one of them.

And I did that by interviewing each person alone. There were four simple questions I had to ask. Get to know their background, their experience and expertise. Get to know their point of view on our objectives and how we should achieve them. And finally, I wanted like to hear their general recommendation and advice.

It was very enlightening at the end, when you have talked to 30 people over a period of two and half months. It took time, at least an hour with each person, but it was necessary.

The moment of clarity of me was that there was consensus across the board. Everybody could see clearly what the objectives were. Everybody could see clearly how we should achieve those objectives. And everybody had a separate role and responsibility based on their expertise against those objectives.

I felt like my job was done almost. Of course we had to do follow-up brainstorming and discussions to really firm up the plan and align ourselves. But really within a matter of three months max, we hit the ground running, we achieved our objectives, and we were all very proud and happy about that.

The takeaway from this is, as a leader it's not your job to come up with the ideas. The direction has to be set. It's your job to be a context for all good ideas, assemble them together against those objectives, and make those decisions. You're the decision maker; you're not the idea generator necessarily. Once that is clear, there is no competition with the workforce.

The other thing is, I thought going into this kind of discussion that we were going to come up with a handful of directions or thoughts. But the surprise to me that my perception was even wrong, because there was absolute consensus, and there was no problem in the first place except a lack of clarity, a lack of communication.

It was very simple, principally, but very hard to achieve, because most people would not want to take out two and a half months to do this. The outcome in the end was very efficient.

When making high-impact decisions, take the time to collect individual input from your team members.

Aus Al-Tawil

Acting Manager, Reservoir Characterization Department, Saudi Aramco

Aus Al-Tawil is the Acting Manager of the Reservoir Characterization Department (RCD) in Saudi Aramco's Exploration Organization.

Saudi Aramco oversees the world's largest conventional reserves of crude oil, is the world's largest producer and exporter of crude oil, and leads the world in exporting natural gas liquids. Aus joined the Exploration Organization in 2000 with a specialty in carbonate geology, working in the Gas Fields Characterization Division of RCD.

Prior to joining Saudi Aramco, Aus was a Visiting Research Scientist with the Mobil Technology Company's Carbonates Research Group. He was also a teaching assistant in the Ph.D. program in the Geological Sciences department at Virginia Tech.

Aus holds a Bachelor of Science in geology from King Fahd University of Petroleum and Minerals in Dhahran, Saudi Arabia.

Activity: Find the right balance

See how well you understand the effects different management styles can have on a team.

Team members avoid healthy, productive confrontation and suppress their thoughts and feelings in order to preserve harmony.

Identify which extreme in management style has created the observed team behavior.

☐ Embracing individual differences

Not the best choice. Having team members embrace their individual differences would actually lead to more confrontation.

☐ Embracing group identity and goals

Not the best choice. This situation would actually be a consequence of overemphasizing support within the group, not group identity.

- ☐ Fostering support among team members

Correct choice. This would be a consequence of fostering support among your team at the expense of open discussions about disagreements.

Team members become less enterprising and less willing to make decisions on their own.

Identify which extreme in management style has created the observed team behavior.

- ☐ Embracing individual differences

Not the best choice. Having team members embrace their individual differences would actually make them more willing to make decisions.

- ☐ Embracing group identity and goals

Correct choice. This would be a consequence of having team members support group identity and goals at the expense of legitimate individual initiative and responsibility.

- ☐ Fostering support among team members

Not the best choice. If team members are encouraged to support each other, individuals may be more willing to make decisions and be enterprising.

Team members become overly critical of each other's performance and engage in disruptive arguments.

Identify which extreme in management style has created the observed team behavior.

- ☐ Embracing group identity and goals

Not the best choice. Having team members embrace their group identity would probably have the opposite effect.

- ☐ Fostering support among team members

Not the best choice. Fostering a supportive atmosphere among your team members would likely encourage greater tolerance of differences.

- ☐ Fostering confrontation among team members

Correct choice. This would be a consequence of fostering too much confrontation among your team members and creating an environment where no one feels supported.

Your team members complain that the group lacks direction and their efforts become uncoordinated.

Identify which extreme in management style has created the observed team behavior.

- ☐ Focusing on current team performance

Not the best choice. Overemphasizing current performance would not lead to this situation.

- ☐ Focusing on team learning and development

Not the best choice. Overemphasizing learning and development does not change the coordination or direction of your team members.

- ☐ Emphasizing team members' discretion and autonomy

Correct choice. This would be a consequence of overemphasizing individual discretion and autonomy.

Your team members don't have the opportunity to develop their own decision-making and critical-thinking skills.

Identify which extreme in management style has created the observed team behavior.

- ☐ Focusing on current team performance

Not the best choice. This situation is not the result of overemphasizing current performance and limited development activities.

- ☐ Emphasizing your managerial authority

Correct choice. This would be a consequence of overemphasizing your managerial authority, at the expense of letting individual team members develop their decision-making skills.

- ☐ Emphasizing team members' discretion and autonomy

Not the best choice. Overemphasizing your team members' autonomy and discretion would actually achieve the opposite of this situation.

Your team doesn't consider the learning capacities it needs to tackle new challenges and innovate in the long term.

Identify which extreme in management style has created the observed team behavior.

- ☐ Focusing on current team performance

Correct choice. This would be a consequence of putting too much focus on current performance, at the expense of allowing the team to experiment with new ways of achieving its goals.

- ☐ Focusing on team learning and development

Not the best choice. Emphasizing team learning and development would actually achieve the opposite of this situation.

- ☐ Emphasizing your managerial authority

Not the best choice. Exercising managerial authority is not likely to cause this result, as long as you are not prohibiting team members from thinking freely about the ways in which they work.

Managerial styles

Just as it's important to adjust your team-management style, you need to adapt the way you lead different individuals within your group. That is, you need to provide different kinds of leadership for each individual, depending on, for example, his or her level of professional development or commitment to the job. The table below provides some examples.

Adapting Your Managerial Style

DEVELOPMENTAL/ COMMITMENT LEVEL	EXAMPLE	APPROPRIATE MANAGERIAL STYLE
Beginner	A team member is just starting out in his or her career, or is taking on a new position or task.	Directive You monitor the person more closely and provide more explicit instructions and demands.
Disillusioned	A team member feels bitter or resentful about problems in the team.	Coaching You identify the person's concerns and work together with him or her to move past them.

Reluctant	A team member lacks confidence to fully engage in the work at hand.	Supportive You encourage the person to identify his or her strengths and build on them, and to gradually take more risks.
Peak Performance	A team member is at the top of his or her "game."	Delegating You give the person significant latitude and entrust him or her with key task responsibilities and decision making.

For example, if you are a regional sales manager with a team of salespeople, you need to assess what each team member needs from you—and those needs will be very different!

- A new hire will take more of your time, requiring careful instructions and guidance. You will need to observe him often as he tackles the new skills, giving him suggestions, feedback, and guidance. If, however, you let this person go on his own, he will likely make many mistakes, feel abandoned and discouraged.
- On the other hand, the top salesperson who has been on the job for fifteen years needs little guidance. Just give this person all the room she needs to carry on and do the best job possible. You might even ask her to be a mentor for the new hire. If you misjudge what she needs and manage her too closely as though she were a new hire, she will become frustrated, even angry about your lack of trust in her.

Individuals experience *degrees* of professional development and commitment. Therefore, you apply *degrees* of direction, coaching, support, and delegation as appropriate.

When you adapt your management style to fit the situation or individual needs, people will trust you and accept your versatility of styles.

Activity: Adapt your managerial style

When your direct reports run into problems, you need to choose the right managerial style to help them succeed.

You are the manager of a small, elite team of programmers at DigaBite, a high-end consumer electronics company. DigaBite manufactures cell phones and other compact devices.

Todd is your star programmer. You frequently rely on him for his ability to solve problems quickly and effectively, and you have seen his innovative ideas turn average products into great ones. While working on a new smart phone, Todd raises the idea of collaborating with some other programmers to greatly expand the email functionality of the phone in addition to performing his regular project duties.

What is the most appropriate managerial style to use with Todd?

☐ Directive

Not the best choice. Todd doesn't seem to be in need of direction. On the contrary, he wants to tackle a challenge where he will have to direct himself.

☐ Coaching

Not the best choice. Todd is not showing a need for coaching; he is showing a need for independence and responsibility.

☐ Supportive

Not the best choice. Todd's high performance and eagerness to tackle new projects doesn't show reluctance or a lack of confidence.

☐ Delegating

Correct choice. Todd has proven himself in the past; now he wants to tackle a new challenge independently. You should encourage high-performing employees to stretch themselves in these cases and empower them with whatever additional authority they will need.

Mary joined your team four months ago. You think she has a lot of potential; however, she doesn't handle mistakes very well. When the QA team notifies her of bugs in her programming, she tends to be unduly hard on herself and question whether she is cut out for the job.

What is the most appropriate managerial style to use with Mary?

☐ Directive

Not the best choice. Mary doesn't need direction. Her problem is coming from her attitude, not from a lack of knowledge or skill.

☐ Coaching

Correct choice. Mary is getting frustrated and disillusioned because she has the unrealistic expectation of never making a mistake. Coaching will help her to put her successes and failures into a more realistic perspective.

☐ Supportive

Not the best choice. Mary doesn't seem to lack confidence; she just has unrealistic expectations of success. What she needs is some of the perspective that comes from experience.

☐ Delegating

Not the best choice. Mary is having trouble emotionally handling her current responsibilities. She will probably be ready for more responsibility in the future, but first she needs to learn to set more realistic expectations.

Gordon is the newest member of your team. He's smart and enthusiastic and possesses all of the skills that you think a good programmer requires. He performs particularly well in the early stages of a project. However, by the later stages of the project he frequently makes serious errors because he fails to follow company processes.

What is the most appropriate managerial style to use with Gordon?

☐ Directive

Correct choice. Gordon, as a new team member, probably isn't up to speed on the company's processes. You should see if he needs more clear direction from you.

☐ Coaching

Not the best choice. Gordon doesn't seem to be disillusioned or resentful. He is simply making a mistake that you should help him correct.

☐ Supportive

Not the best choice. Gordon's enthusiasm would suggest that he isn't currently having any problems with confidence. He is simply inexperienced.

☐ Delegating

Not the best choice. Gordon, as a new member of the team, isn't ready to take on extra responsibility yet.

Coaching

As a manager, you'll provide your direct reports with coaching and feedback. At times, you will do the same for your supervisor and peers as well. Thus, your role is to be a mentor on many levels.

Coaching is a partnership between two people—usually the manager and a direct report—in which both parties share knowledge and experience in order to maximize the coachee's potential and help him or her achieve agreed-upon goals. It is a shared act in which the coachee actively and willingly participates.

The table below provides more details about what coaching is and is not.

What Is Coaching?

COACHING IS . . .	COACHING IS NOT . . .
A means for learning and development	A time to only criticize
A way to guide someone toward his or her goals	A means for directing someone's actions in order to meet your own goals
The sharing of experiences and opinions to generate agreed-upon outcomes	A chance to be the expert or supervisor with "all the answers"
A means for inspiring and supporting another person	A way to address personal issues

(Adapted from Interaction Associates)

Why coach?

You and a direct report may agree to form a coaching relationship when both of you believe that working together will lead to improved performance. Through coaching, you can help direct reports to:

- Maximize their strengths (for example, build on analytical skills)
- Overcome personal obstacles (for instance, reduce a fear of public speaking)
- Achieve new skills and competencies to become more effective (for example, develop more advanced communication skills)
- Prepare themselves for new responsibilities (such as acquiring leadership skills)
- Manage themselves (for instance, find ways to improve their use of time)
- Clarify and work toward performance goals (for example, learn to set more realistic goals)

Other benefits of coaching include:

- Increased job satisfaction and motivation for the coachee
- Improved working relationship between you and direct reports
- Productive team members
- Effective use of organizational resources
- Increased learning—as you coach, you will gain knowledge and experience as well

Coach or give feedback?

Because coaching is based on mutual agreement, it is appropriate only in certain circumstances. You may need to use more direct intervention by asserting your authority when:

- A direct report has clearly violated company policy or organizational values
- A new or inexperienced employee requires more direction on a task
- Coaching fails to generate performance improvements

Giving and receiving feedback

In business, feedback is the sharing of observations about job performance or work-related behaviors for the purpose of reinforcing effective behaviors and changing ineffective ones. Although similar to coaching in some ways, feedback is a more direct form of intervention and can occur with or without consent of the recipient.

Feedback is helpful and constructive, *not* critical and judgmental. It offers advice on ways to improve, *not* an enumeration of faults.

Depending on your needs, you can give feedback to someone based on that person's short-term or long-term goals. You can also give feedback in different directions:

- Upward to your boss
- Downward to a direct report
- Laterally to a colleague or peer

Why give feedback?

By providing effective feedback to someone else, you:

- Redirect that person's behavior or point out a more productive path of action
- Reinforce or encourage an effective way of working
- Coach the person so that he or she achieves better performance

As a new manager, you may have several goals in mind regarding feedback. You may want to:

- *Give* feedback to help a direct report, your boss, or a peer achieve his or her work objectives
- *Receive* feedback from your direct reports, boss, or peers to improve your own performance

Regardless of who the recipient is, effective feedback can help these aspects of his or her work:

1. **Relationships**—how well the person interacts with others
2. **Process**—how the individual gets his or her work done
3. **Results**—how the person performs on measurable, on-the-job achievements

Skillful giving *and* receiving of feedback can contribute to strong working relationships with your group, your boss, and your peers.

Key Idea: The "Triangle of Relationships"

Key Idea

One way to think about the need to adapt your team-management and individual-management styles is to imagine a triangle made up of three sets of relationships:

- Your relationship to your team as a whole
- Your relationship to each of your team's members as individuals
- Individual members' relationship to the team as a whole

Relationships along one "leg" of the triangle affect relationships along the other two legs. If you overemphasize one set of relationships at the expense of the other two, your team's performance can suffer.

For example:

1. If you pay *too* much attention to your role as manager of the whole team, some team members may complain that you're not acknowledging their individual contributions.
2. They then begin withholding their best thinking from the team, because they feel that their contributions won't be noticed.
3. Over time, the team as a whole becomes passive and uninvolved.
4. You decide that the team is "ungrateful" and withdraw your support.
5. Tension mounts, and overall team performance declines.

Moderation often seems to be key to success. The more you can balance the three sets of relationships, the healthier, happier, and more productive your team will likely be.

As a manager, you have a relationship with your team as a whole and with the individual team members. How can you effectively balance these different relationships?

Adapted from: L. Hirschhorn, *Managing in the New Team Environment: Skills, Tools, and Methods* (Reading, MA: Addison-Wesley Publishing Company, 1991) pp. 14-16.

Leadership Insight: Attitude adjustment

In the six months or so before I was tapped to lead our group, I spent a lot of that time in what felt like an audition for the job. And my peers were doing the same. Naturally, a lot of people wanted to move on to the next level. And everyone else in our group was as motivated and as smart as I was, no one better than anyone else, people with different skills. When I did get the job, it was a major transition, to lead my peers after a point of what felt like competition. It seemed like some attitudes really had to change, but really it was mostly mine that had to change. It was partially that when I made that transition, I felt like I had something to prove. I felt like I had to spend time convincing people why I was in this role, focusing on myself and doing that.

And what became clear to me pretty quickly, in the process of leading some really smart people who already knew what they were doing, was that they didn't need for me to be talking about myself, to prove myself, to promote myself.

What they really needed from me was to tell them what I needed from them. As soon as I started doing that, my job got much easier. And probably more importantly, my direct reports — their job got much, much easier, because they knew what I expected, they knew what my vision was, and they knew how they could contribute to that. And suddenly things got easier.

A new manager needs to build credibility by leading, rather than justifying why they got the job.

Jacqueline Murphy
Editorial Director, Harvard Business Review Group

Jacqueline Murphy is Editorial Director at Harvard Business Review Press. Established in 1984, Harvard Business Review Press is one of the preeminent business book publishers in the world. Previously, Jacque held senior editorial positions at Harvard Business Press, The Perseus Books Group, John Wiley & Sons, and Bloomberg Press.

Forms of diversity

For many people, the word **diversity** has come to connote primarily racial or gender differences among employees within a company. And certainly such differences can influence the assumptions that people make about each other and the way they work together.

But diversity can mean so much more than race or gender. Your supervisors, peers, and direct reports can differ in many ways:

- **Tenure.** Some individuals may be just out of college and entering the workforce for the first time; others may be quite experienced.
- **Cultural background.** People may come from different regions of the country or from other countries entirely.
- **Physical ability.** Some people may use various forms of assistive technologies, such as voice-activated software, to perform their work.
- **Working or learning style.** Some people approach a task logically and methodically; others are more intuitive and creative.

All these differences can strongly influence people's needs, ways of communicating and interacting, and priorities.

More intangible dimensions of diversity

People also differ along some more abstract (but deeply personal) dimensions. These differences can make building relationships with direct reports especially challenging. For instance, your direct reports may have markedly different:

- **Professional motivations.** Some people may be aiming for a career in management themselves; others may wish to continue serving as individual contributors. And some employees may be far more or less driven than others to perform at their best.
- **Management preferences.** Some people may want more direction from you than others do. And some may want more or less contact with you (in the form of regular meetings or e-mail exchanges).

- **Experience level.** Your direct reports will have varying levels of experience in performing the tasks that make up their jobs. These experience levels derive from people's work histories, training, and education.
- **Personal style.** Each subordinate will have his or her own way of interacting with others, working, dealing with conflict, and so forth. Unfortunately, some direct reports may prove problematic; for example, they have little motivation to work, or they have an overbearing or otherwise troublesome personality trait that alienates or distracts their fellow team members.

Taken together, all these differences create both the challenges and the richness that you can expect to encounter when you first become a manager. The deep differences between people can lead to misunderstandings or other difficulties, but they can also serve as the very sources of the special contributions that each person brings to your team.

Indeed, the more diverse your team is, the greater the variety of ideas, perspectives, solutions to problems, skills, and personal abilities your group has to offer.

Understand group culture

When you step into your new role as manager of an existing group, you may discover something surprising: The team you'll be leading has its own culture; that is, a distinct way of:

- Solving problems and meeting challenges
- Getting work done
- Communicating
- Learning
- Dealing with conflict
- Interacting with other groups
- Marking successes and dealing with disappointments

That culture will have arisen in part from the group members' special and different characteristics, discussed in the previous pages. Your group's culture may also have been shaped by its former leader's personal style and expectations.

As a key step in building effective relationships with your new direct reports, do not attempt to make improvements too soon. First, spend time learning about the culture you've inherited. Only then can you determine how best to help team members succeed individually and collectively in progressing toward your strategic goals.

Avoid assumptions about a new group

New managers often make the following assumptions when faced with an inherited group:

- All their direct reports are similar to one another in terms of their work and personal styles, cultural backgrounds, and so forth.
- All group members have the same motivations, goals, and values that they, the managers, have.
- Leaders must treat all their employees the same in order to treat them fairly.

Even when differences among individuals in the group become apparent, some managers assume that they can mold employees in their own image; that is, change them so that they resemble the managers themselves. But this effort commonly results in resistance and resentment from employees.

Shape a new team from a preformed group

“What you invest today in people, you'll reap tomorrow.”
–A new manager

First, acknowledge that each member of your group is a unique person with individual personalities, skills, and attitudes. Then take the following action steps.

1. Get to know who your direct reports really are.

- How do your team members prefer to be managed?
- What motivates them (logic? emotional appeal? exciting new ideas?)?
- Who needs a firm hand?
- Who needs a lot of praise?
- How do they respond to conflict?

Find out by talking, asking, and observing the answers to questions such as the following:

2. With the knowledge gained, decide how best to treat each employee *fairly* to help him or her succeed.

- One person responds to praise with renewed energy, commitment, and creativity. You make it a point to thank him in person at least once a week for whatever recent successes he has achieved.
- Another group member is highly motivated by the idea that the products your group develops can help make consumers' lives better. In discussing new product ideas, you take time to mention to her how a particular new device might make people's lives healthier, more enjoyable or convenient, or better in some other specific, important way.
- An individual has a tendency to suffer repetitive-motion injuries, such as carpal-tunnel syndrome, if he spends too much time working at a computer. You research and invest in a voice-activated software product that will let him excel at his job without risking injury.

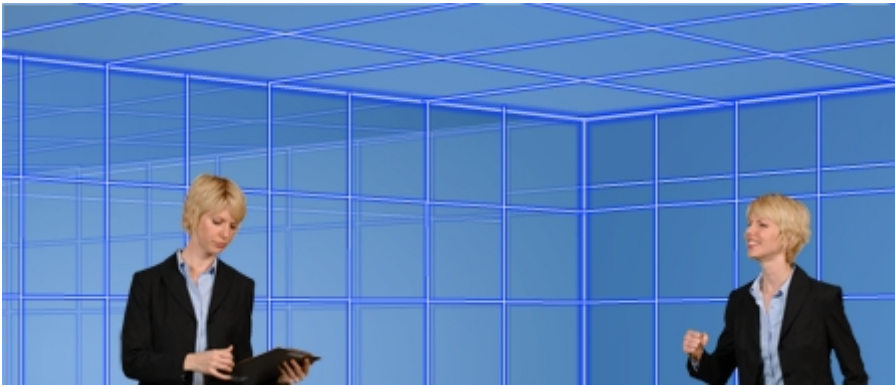
To some managers, fair treatment means identical treatment.

Fairness really means finding the best ways to help *each* direct report succeed. And those ways may differ, depending on your direct reports' different situations. Thus, when you treat people differently, you're actually giving them an *equal opportunity* to do well.

For example: Suppose you're about to become the manager of a product-development group. In what ways could you help each member of the group fairly?

Note: You may inherit your original team, but as time goes on, you'll begin to hire and shape your own team.

Be ready for change



Many first-time leaders are aware that they'll need to master new management skills and competencies in order to succeed in their new role. However, they may not realize that the managerial role will change who they are as *persons*.

As you begin devoting yourself to your new job, you'll experience shifts along these three dimensions:

1. Your motivations for being a manager
2. Your assessment of your ability to do the job
3. Your professional identity

Understand your motivations to be a manager

Many soon-to-be managers look forward to their new role because they believe it will let them:

- Assume more authority and responsibility
- Make more money
- "Be the boss"; that is, exercise more power and influence
- Improve inefficient practices and show others the right way to do things
- Achieve new prestige and status
- Gain recognition for contributing to their organization's success
- Use the managerial role as a stepping stone for even higher positions in the company

Any or all of these objectives may be relevant, important, and achievable for some managers. But soon after taking on their new responsibilities, newly minted managers discover something surprising: Their job is not so much about them, their power, and their success—but about their group and *its* effectiveness and success.

Indeed, first-time managers are often dismayed to find that:

- They have far less power and prestige than they expected
- The criteria for measuring their performance are less clear than when they were individual contributors
- Seeing their efforts bear fruit can take a long time

On the other hand, becoming an effective manager lets you:

- Help your people to excel and fulfill their own dreams
- See your employees gain new skills and self-confidence
- Open new salary and career opportunities for members of your group
- Recognize that the scale and scope of your impact on the organization can be much larger than as an individual contributor

Whatever your original motivations for wanting to become a manager, be honest with yourself and be open to change!

Assess your ability to do the job

As new leaders step into the managerial role, their questions often shift from, "Will I like being a manager?" to a more anxiety-producing question: "Will I be good at it?"

To answer this second question, first-time managers need to assess their personal impact on the organization, while realizing that:

- In the past, managers' performance has typically been evaluated more on subjective criteria (such as their ability to motivate others) than on objective, easily measurable criteria (such as personal sales volume per quarter). This is changing, however, as companies require more objective assessment measures, even for managers. Thus, managerial assessment includes both subjective and objective measures.
- There are no perfect solutions to the problems facing managers. Rather, leaders must find the most workable solutions—as well as make numerous trade-offs among competing interests.
- Managers usually can't please everyone with whom they work or interact. Someone is always dissatisfied or upset, and something's always left undone.
- Managers often don't see the results of their efforts for quite a while.
- Managers get things done through others, not through their own direct actions.

In light of all these self-assessment challenges, how might you gauge your impact on *your* organization after becoming a manager?

1. Start by assessing your influence on specific individuals, especially direct reports.

For example, a sales manager coaches a sales rep on how to close deals, then watches to see whether the rep increases the number of closed deals that quarter.

2. Next, notice how you might be affecting the corporate culture.

For example, a manager who has a natural ability to use humor to inspire others begins noticing that her direct reports are now using humor to boost morale among themselves.

3. Ask others about your impact on the organization. Gather varied impressions about your style, work, or influence from different sources—including direct reports, peers, bosses, and customers.

For example, request that your supervisor conduct a three-month performance review for you.

4. Develop your own objective criteria to evaluate your performance.

For example, track the turnover rate in your group, the number and quality of customer complaints, and so forth.

5. Look for common or contrasting patterns in the feedback you receive.

For example, you may discover that direct reports as well as your supervisor see you as somewhat timid while others see you as overly aggressive.

6. Pay attention to your own behavior, analyzing how you handle various situations.

For example, observe how you greet direct reports at the beginning of the workday. Do you smile and say hello to each group member? Or do you dash into your office and start your day by checking e-mail and phone messages instead?

By collecting different kinds of information from various sources, you can assemble evidence in the same way you'd put together a jigsaw puzzle. The resulting impressions will give you as full a picture as possible of your impact on the company.

Recognize your identity shift

As first-time managers accumulate experience in their new role, they discover whole new sides of themselves. Some of these discoveries may be encouraging.

For example, a manager finds that:

- Many of his colleagues and direct reports see him as more empathetic and supportive than he sees himself.
- He has unexpected reserves of enthusiasm and fresh perspectives.
- He seems especially talented at giving people constructive feedback on both their good points and their areas for improvement.

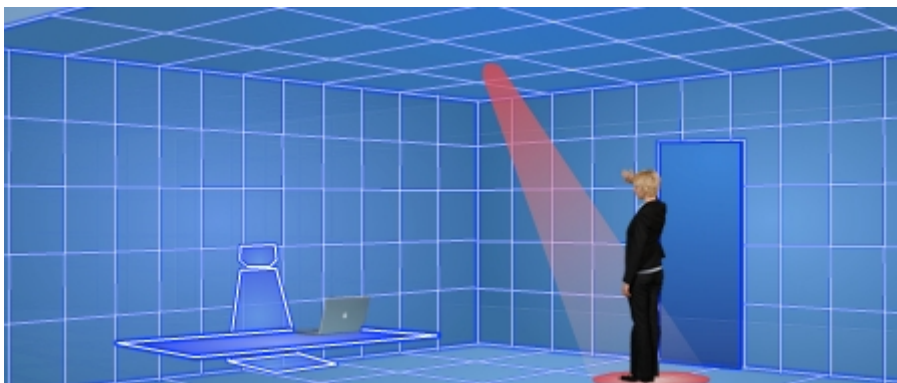
But other discoveries may be disturbing.

For instance, a manager realizes that:

- Others see him as too aggressive, demanding, self-interested, dictatorial, harsh, indecisive, or some other undesirable quality.
- He has less self-confidence than he thought, or he is literally afraid to face certain aspects of his new job.

Your primary goal is to know that *you* are directing your own identity shift. You need to reconcile your intent with your impact. How do you intend to be perceived by others and what is the actual impact of your behavior on others? Your task is to acknowledge conflicting views and realities and take steps to address them.

What is emotional intelligence?



Understanding yourself and others can help you weather and direct the personal shifts you'll experience as a new manager.

But how can you actually deepen your knowledge of your own and others' motivations, strengths, and weaknesses? One way is through strengthening and using your **emotional intelligence**—a combination of self-management skills and the ability to work with others.

Components of emotional intelligence

“ I want to treat people the way that I always wanted to be treated. ”
 –A new manager

Emotional intelligence (EI) comprises five components, as shown in the table below:

Components of Emotional Intelligence

SELF-MANAGEMENT SKILLS		
Skill	Definition	Example
1. Self- awareness	Knowing and being willing to talk about your weaknesses	You work poorly under tight deadlines, so you plan your time carefully—and explain to colleagues why you're careful about your schedule.
2. Self- regulation	Having the ability to control your impulses and channel them for good purposes	Your group stumbles during an important presentation. Instead of kicking over a chair or glaring angrily at

		<p>everyone, you take time to assess the situation. You acknowledge the failure, consider possible reasons for it, then call your team together, offer your feelings, and work together to learn from the mistakes.</p>
3. Motivation	Being motivated by an internal drive to achieve, not by external rewards	<p>You seek out creative challenges, love to learn, and take great pride in a job well done. You also constantly explore new and better approaches to your work.</p>
ABILITY TO RELATE TO OTHERS		
Skill	Definition	Example
4. Empathy	Taking others' feelings into	You assign one direct report to a prize project, leaving others

	account when making decisions	disappointed. You take the feelings of the unhappy ones into account and find ways to treat everyone fairly in the long run.
5. Social skill	Building rapport with others, inspiring them to cooperate, and moving them in the direction you desire	You're convinced that your company's future lies with the Internet. You find like-minded people and use your social skill to stitch together a virtual community of support cutting across levels, functions, and divisions. You use this de facto team to create a prototype of an innovative corporate Web site, and you recruit people from various company units to represent your firm at an important Internet industry convention.

Activity: Assess your emotional intelligence

Developing your emotional intelligence is crucial to realizing your potential as a manager. Use this assessment to test your current EI.

How accurately does the following statement describe you?

I have expertise in building and leading teams.

☐ Doesn't describe me at all

You may want to spend more time focusing on your social skills, such as: building relationships, finding common ground with people, and managing teams. This is not to suggest that you don't do these things. However, if you want to balance out your EI capabilities, you may want to concentrate more on this area.

- ☐ Describes me somewhat

This is an indicator of social skills. Socially skilled individuals possess some of the following characteristics: they are good at building relationships; they find common ground with people of all kinds; they are persuasive; and they are adept at managing teams.

- ☐ Describes me perfectly

This is an indicator of social skills. Socially skilled individuals possess some of the following characteristics: they are good at building relationships; they find common ground with people of all kinds; they are persuasive; and they are adept at managing teams.

How accurately does the following statement describe you?

I have a knack for finding common ground with others.

- ☐ Doesn't describe me at all

You may want to spend more time focusing on your social skills, such as: building relationships, finding common ground with people, and managing teams. This is not to suggest that you don't do these things. However, if you want to balance out your EI capabilities, you may want to concentrate more on this area.

- ☐ Describes me somewhat

This is an indicator of social skills. Socially skilled individuals possess some of the following characteristics: they are good at building relationships; they find common ground with people of all kinds; they are persuasive; and they are adept at managing teams.

- ☐ Describes me perfectly

This is an indicator of social skills. Socially skilled individuals possess some of the following characteristics: they are good at building relationships; they find common ground with people of all kinds; they are persuasive; and they are adept at managing teams.

How accurately does the following statement describe you?

I am self-confident.

- ☐ Doesn't describe me at all

You may want to spend more time focusing on your self-awareness skills, such as: better assessing your moods and emotions, realistically understanding your strengths and limitations, and owning up to failure when it happens. This is not to suggest that you

don't do these things. However, if you want to balance out your EI capabilities, you may want to concentrate more on this area.

- ☐ Describes me somewhat

This is a characteristic of a self-aware person. Self-aware people possess some of the following characteristics: they are self-confident; they have an ability to assess themselves realistically—they understand their strengths and limitations; they can admit failure; and, at times, they have a self-deprecating sense of humor.

- ☐ Describes me perfectly

This is a characteristic of a self-aware person. Self-aware people possess some of the following characteristics: they are self-confident; they have an ability to assess themselves realistically—they understand their strengths and limitations; they can admit failure; and, at times, they have a self-deprecating sense of humor.

How accurately does the following statement describe you?

I have expertise in coaching and retaining talented people.

- ☐ Doesn't describe me at all

You may want to spend more time focusing on your empathy skills, such as: being more sensitive to people's emotions and feelings, being more open to different points of view, and better understanding cultural and ethnic differences. This is not to suggest that you don't do these things. However, if you want to balance out your EI capabilities, you may want to concentrate more on this area.

- ☐ Describes me somewhat

This is a quality of an empathetic person. Empathetic people possess some of the following characteristics: they are sensitive to people's feelings and emotions; they are open to different points of view; and they understand cultural and ethnic differences.

- ☐ Describes me perfectly

This is a quality of an empathetic person. Empathetic people possess some of the following characteristics: they are sensitive to people's feelings and emotions; they are open to different points of view; and they understand cultural and ethnic differences.

How accurately does the following statement describe you?

I am in control of my feelings and impulses.

- ☐ Doesn't describe me at all

You may want to spend more time focusing on your self-regulation skills, such as: controlling your feelings and impulses, creating an environment of fairness and being more open to ambiguity and change. This is not to suggest that you don't do these things. However, if you want to balance out your EI capabilities, you may want to concentrate more on this area.

- ☐ Describes me somewhat

This is characteristic of a self-regulated person. Self-regulated people possess some of the following characteristics: they are trustworthy and have integrity; they are in control of their feelings and impulses; they create an environment of fairness; they are comfortable with ambiguity and open to change.

- ☐ Describes me perfectly

This is characteristic of a self-regulated person. Self-regulated people possess some of the following characteristics: they are trustworthy and have integrity; they are in control of their feelings and impulses; they create an environment of fairness; they are comfortable with ambiguity and open to change.

How accurately does the following statement describe you?

I constantly try to improve.

- ☐ Doesn't describe me at all

You may want to spend more time focusing on your motivation skills, such as: finding more passion in your work, pursuing goals with more energy and persistence; taking on more challenges and being optimistic even in the face of failure. This is not to suggest that you don't do these things. However, if you want to balance out your EI capabilities, you may want to concentrate more on this area.

- ☐ Describes me somewhat

This is characteristic of someone with motivation. Motivated people possess some of the following characteristics: they have a strong desire to achieve; they like challenges; they love to learn; they take pride in a job well done; they constantly try to improve; and they are optimistic even in the face of failure.

- ☐ Describes me perfectly

This is characteristic of someone with motivation. Motivated people possess some of the following characteristics: they have a strong desire to achieve; they like challenges; they love to learn; they take pride in a job well done; they constantly try to improve; and they are optimistic even in the face of failure.

How accurately does the following statement describe you?

I know when to ask for help.

- ☐ Doesn't describe me at all

You may want to spend more time focusing on your self-awareness skills, such as: better assessing your moods and emotions, realistically understanding your strengths and limitations, and owning up to failure when it happens. This is not to suggest that you don't do these things. However, if you want to balance out your EI capabilities, you may want to concentrate more on this area.

- ☐ Describes me somewhat

This is a characteristic of a self-aware person. Self-aware people possess some of the following characteristics: they are self-confident; they have an ability to assess themselves realistically—they understand their strengths and limitations; they can admit failure; and, at times, they have a self-deprecating sense of humor.

- ☐ Describes me perfectly

This is a characteristic of a self-aware person. Self-aware people possess some of the following characteristics: they are self-confident; they have an ability to assess themselves realistically—they understand their strengths and limitations; they can admit failure; and, at times, they have a self-deprecating sense of humor.

How accurately does the following statement describe you?

I am sensitive to cross-cultural differences.

- ☐ Doesn't describe me at all

You may want to spend more time focusing on your empathy skills, such as: being more sensitive to people's emotions and feelings, being more open to different points of view, and better understanding cultural and ethnic differences. This is not to suggest that you don't do these things. However, if you want to balance out your EI capabilities, you may want to concentrate more on this area.

- ☐ Describes me somewhat

This is a quality of an empathetic person. Empathetic people possess some of the following characteristics: they are sensitive to people's feelings and emotions; they are open to different points of view; and they understand cultural and ethnic differences.

- ☐ Describes me perfectly

This is a quality of an empathetic person. Empathetic people possess some of the following characteristics: they are sensitive to people's feelings and emotions; they are open to different points of view; and they understand cultural and ethnic differences.

How accurately does the following statement describe you?

I have a strong drive to achieve.

- ☐ Doesn't describe me at all

You may want to spend more time focusing on your motivation skills, such as: finding more passion in your work, pursuing goals with more energy and persistence; taking on more challenges and being optimistic even in the face of failure. This is not to suggest that you don't do these things. However, if you want to balance out your EI capabilities, you may want to concentrate more on this area.

- ☐ Describes me somewhat

This is characteristic of someone with motivation. Motivated people possess some of the following characteristics: they have a strong desire to achieve; they like challenges; they

love to learn; they take pride in a job well done; they constantly try to improve; and they are optimistic even in the face of failure.

- ☐ Describes me perfectly

This is characteristic of someone with motivation. Motivated people possess some of the following characteristics: they have a strong desire to achieve; they like challenges; they love to learn; they take pride in a job well done; they constantly try to improve; and they are optimistic even in the face of failure.

How accurately does the following statement describe you?

I am trustworthy.

- ☐ Doesn't describe me at all

You may want to spend more time focusing on your self-regulation skills, such as: controlling your feelings and impulses, creating an environment of fairness and being more open to ambiguity and change. This is not to suggest that you don't do these things. However, if you want to balance out your EI capabilities, you may want to concentrate more on this area.

- ☐ Describes me somewhat

This is characteristic of a self-regulated person. Self-regulated people possess some of the following characteristics: they are trustworthy and have integrity; they are in control of their feelings and impulses; they create an environment of fairness; they are comfortable with ambiguity and open to change.

- ☐ Describes me perfectly

This is characteristic of a self-regulated person. Self-regulated people possess some of the following characteristics: they are trustworthy and have integrity; they are in control of their feelings and impulses; they create an environment of fairness; they are comfortable with ambiguity and open to change.

How accurately does the following statement describe you?

I know my strengths and limitations.

- ☐ Doesn't describe me at all

You may want to spend more time focusing on your self-awareness skills, such as: better assessing your moods and emotions, realistically understanding your strengths and limitations, and owning up to failure when it happens. This is not to suggest that you don't do these things. However, if you want to balance out your EI capabilities, you may want to concentrate more on this area.

- ☐ Describes me somewhat

This is a characteristic of a self-aware person. Self-aware people possess some of the following characteristics: they are self-confident; they have an ability to assess

themselves realistically—they understand their strengths and limitations; they can admit failure; and, at times, they have a self-deprecating sense of humor.

☐ Describes me perfectly

This is a characteristic of a self-aware person. Self-aware people possess some of the following characteristics: they are self-confident; they have an ability to assess themselves realistically—they understand their strengths and limitations; they can admit failure; and, at times, they have a self-deprecating sense of humor.

How accurately does the following statement describe you?

I suspend judgment and prefer to seek out information.

☐ Doesn't describe me at all

You may want to spend more time focusing on your self-regulation skills, such as: controlling your feelings and impulses, creating an environment of fairness and being more open to ambiguity and change. This is not to suggest that you don't do these things. However, if you want to balance out your EI capabilities, you may want to concentrate more on this area.

☐ Describes me somewhat

This is characteristic of a self-regulated person. Self-regulated people possess some of the following characteristics: they are trustworthy and have integrity; they are in control of their feelings and impulses; they create an environment of fairness; they are comfortable with ambiguity and open to change.

☐ Describes me perfectly

This is characteristic of a self-regulated person. Self-regulated people possess some of the following characteristics: they are trustworthy and have integrity; they are in control of their feelings and impulses; they create an environment of fairness; they are comfortable with ambiguity and open to change.

How accurately does the following statement describe you?

I am optimistic even in the face of failure.

☐ Doesn't describe me at all

You may want to spend more time focusing on your motivation skills, such as: finding more passion in your work, pursuing goals with more energy and persistence; taking on more challenges and being optimistic even in the face of failure. This is not to suggest that you don't do these things. However, if you want to balance out your EI capabilities, you may want to concentrate more on this area.

☐ Describes me somewhat

This is characteristic of someone with motivation. Motivated people possess some of the following characteristics: they have a strong desire to achieve; they like challenges; they

love to learn; they take pride in a job well done; they constantly try to improve; and they are optimistic even in the face of failure.

- ☐ Describes me perfectly

This is characteristic of someone with motivation. Motivated people possess some of the following characteristics: they have a strong desire to achieve; they like challenges; they love to learn; they take pride in a job well done; they constantly try to improve; and they are optimistic even in the face of failure.

How accurately does the following statement describe you?

I enjoy collaboration.

- ☐ Doesn't describe me at all

You may want to spend more time focusing on your social skills, such as: building relationships, finding common ground with people, and managing teams. This is not to suggest that you don't do these things. However, if you want to balance out your EI capabilities, you may want to concentrate more on this area.

- ☐ Describes me somewhat

This is an indicator of social skills. Socially skilled individuals possess some of the following characteristics: they are good at building relationships; they find common ground with people of all kinds; they are persuasive; and they are adept at managing teams.

- ☐ Describes me perfectly

This is an indicator of social skills. Socially skilled individuals possess some of the following characteristics: they are good at building relationships; they find common ground with people of all kinds; they are persuasive; and they are adept at managing teams.

How accurately does the following statement describe you?

I intuitively know how people are feeling.

- ☐ Doesn't describe me at all

You may want to spend more time focusing on your empathy skills, such as: being more sensitive to people's emotions and feelings, being more open to different points of view, and better understanding cultural and ethnic differences. This is not to suggest that you don't do these things. However, if you want to balance out your EI capabilities, you may want to concentrate more on this area.

- ☐ Describes me somewhat

This is a quality of an empathetic person. Empathetic people possess some of the following characteristics: they are sensitive to people's feelings and emotions; they are open to different points of view; and they understand cultural and ethnic differences.

☐ Describes me perfectly

This is a quality of an empathetic person. Empathetic people possess some of the following characteristics: they are sensitive to people's feelings and emotions; they are open to different points of view; and they understand cultural and ethnic differences.

Strengthen your emotional intelligence

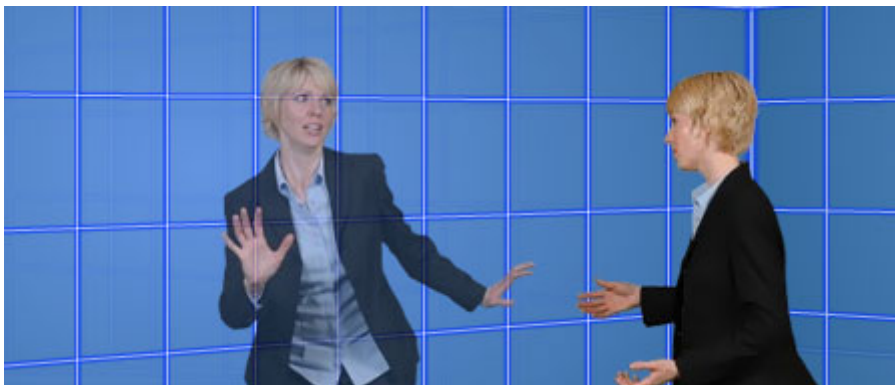
It is possible to strengthen your emotional intelligence. However, experts advise against using traditional management-training programs to do so. Instead, they recommend that you do the following:

- Gather feedback from colleagues to shed light on which of your EI skills most need improvement.
- Practice new EI behaviors as often as possible; for example, remind yourself to express anger or frustration in new, more productive ways (like taking a brisk walk) than you have in the past.
- Make a personal commitment to developing your EI.

Like other forms of professional development, enhancing your EI takes effort, time, and patience. However, the investment will pay big dividends. One global food and beverage company discovered this first-hand—when managers who worked to develop their EI outperformed their own yearly earnings goals by 20%.

Clearly, strengthening your EI can help you become a more effective manager and directly affect your company's bottom line.

Take note of feelings



As you're contemplating or even embarking on your new role as a manager, how are you feeling? Most new managers feel excited, proud, and anxious, even fearful of their changing role.

And if you're like many businesspeople in general, you may feel reluctant to acknowledge or talk about these emotions. After all, the workplace should be ruled by logic and rationality—not feelings—right?

But if you understand that your feelings are perfectly normal, you'll be less likely to be surprised by them. You can also prepare yourself to better manage the emotional challenges and strains that accompany the transition into management.

Key Idea: Stressful emotions of transformation

Key Idea

You can expect to experience one or more of the following emotions as you transition from individual contributor to manager:

- **Frustration**—especially if you suspect that your responses to new demands just aren't working
- **Performance anxiety**—or the fear of failure
- **Loss**—as you bid farewell to your familiar identity, your sense of mastery, and all the other satisfying things you had as an individual contributor
- **Humility**—as you discover that you may not be as prepared for your new role as you thought
- **Marginality**—a sense of being caught between two identities

Typically, new managers have the *least* tolerance for performance anxiety, or fear of failure. Why? Many managers have a long history as high achievers in their individual-contributor role. So they find it especially difficult to imagine coping with the feelings of shame and guilt that they know often accompany failure. In addition, they typically lack the experience and skills to deal with those unfamiliar emotions.

The first step to dealing with these emotions is to realize that they are normal. Many managers experience these feelings when transitioning to their new roles. The second is to realize that they will naturally diminish over time as you gain the skills and confidence that you need to excel in your new position. And the third is to take action to relieve the stress associated with these emotions.

The emotional challenges of becoming a manager are just as formidable as the practical challenges. What kinds of stress do you need to prepare for?

Role strain

“ Do you know how hard it is to be the boss, when you're so out of control? ”
—A new manager

Role strain is a common feeling that many new managers experience. It's a form of stress that derives from the overload, ambiguity, and conflict woven into the managerial role. Managers discover that:

- They have *too much* work to do—in the face of insufficient time and information, and limited resources.
- They have *conflicting responsibilities*, such as increasing revenues while also holding down costs.
- They have to *answer to too many people*—superiors, customers, direct reports, peers—all of whom make managers feel pulled in multiple directions.

Most managers learn to cope with:

- The *fast pace and constant interruptions* that define their job by finding quiet moments, for example, or by structuring their day with a slot for undisturbed work.

- *Imperfection*—the fact that they can't neatly plan and control every moment of their day and that their decisions require compromises among competing interests.
- Their own *lack of knowledge*—since they can't be experts on the many issues they confront each day. They'll learn to depend on others who are experts and trust their judgments.

Endless problem solving

Endless problem solving is another common feeling that new managers experience. This source of strain arises from the unexpected reality of being a manager—having to constantly deal with and solve difficult problems.

Direct reports tend to bring their most knotty problems and frustrations to their manager—and expect him or her to solve them. New managers may feel overwhelmed by direct reports' relentless focus on problems and the department's or group's shortcomings, and become discouraged because most of these problems don't have simple solutions.

In addition, managers may discover that some of their direct reports may not be as motivated or competent as they themselves had been as individual contributors. Indeed, dealing with "problem employees" can constitute a unique source of negativity. That's because:

- Managing low performers spawns negative emotions—fear, anxiety, frustration, anger—for both parties.
- First-time managers tend to have histories of high achievement—thus they find it difficult to tolerate incompetence in others.

New managers eventually find it easier to endure these frustrating aspects of management. They learn to:

- Draw boundaries around what kinds of problems they'll take on (that is, coach direct reports on how to solve more problems on their own).
- Resist the urge to classify all direct reports who come to them with concerns as problem employees.

Note: If you're spending too much time dealing with your direct report's problems, learn how to help your employees solve their own problems.

Isolation

Oftentimes when people go through a career transition, they experience a sense of isolation. Most managers are social beings. They enjoy interacting with others and had plenty of human contact as individual contributors. By contrast, the managerial role can be lonely at times. That's because:

- In any career transition, people find themselves without a clear group by which to identify appropriate values and norms.
- New supervisors don't yet "know the ropes"—the wisdom about their jobs that will come only with experience.
- At times, managers must make decisions that are unpopular with direct reports. As a result, they sense mistrust, resentment, and rejection from their direct reports.
- Direct reports who used to be a manager's peers now seem to avoid casual social contact with him or her.

To overcome the sense of isolation, seek support and companionship from other individuals—friends and past coworkers—in the larger organization. Many new managers feel reluctant to call on these relationships early in their tenure, because they fear that these people will see them as weak or incompetent. However, these individuals can provide invaluable support—just when a new leader needs it most.

Burdens of leadership

Having so much authority and responsibility can be disconcerting for a new manager. And leadership does contain three dimensions that can prove particularly stressful for inexperienced managers:

- **Managing risk.** The stakes are higher for a manager than for an individual contributor. Managers must make important decisions under imperfect conditions. This requires them to build confidence, a strong will, and the ability to feel comfortable exercising power and influence—while accepting and learning from an occasional bad decision.

In honestly admitting their mistakes, imperfect decisions, and limitations, many leaders are surprised to discover that their power is not at all diminished. Indeed, their honesty helps direct reports see them as real human beings—and thus more approachable and credible.

- **Being a role model.** Numerous first-time managers soon realize that their actions have lasting consequences for the people around them.

In particular, they learn that they need to manage their emotions—appearing enthusiastic and optimistic, and conveying a sense of maturity and professionalism.

They also find that their direct reports look to them for cues on how to behave, particularly during times of stress. Thus, managers need to learn how to appear calm during difficult times.

- **Having power over other people's lives.** In influencing others' work and lives, managers face two particularly difficult challenges: (1) taking disciplinary action, such as firing an employee, and (2) balancing individual and group interests.

Firing someone can be enormously unsettling and sobering—especially when a manager cares about the person and knows the impact the loss of the job will have on him or her. Many managers take a direct report's failure—or, for that matter, an employee's voluntary decision to move to another company—as a personal failure.

As a manager, you do need to examine your own role in a direct report's failure to perform because you may have been part of the problem. If so, find ways to avoid such problematic behavior in the future.

Easing the strain

In light of the many stresses and emotions associated with both the transition to the managerial role and the pressures inherent in the job, what can you, a new manager, do to keep from burning yourself out?

One helpful step is to know ahead of time what stresses and emotions to expect. Another is to take action to relieve the stress.

Here are some additional ideas:

- **Be careful not to neglect your personal life.** Cutting yourself off from your family and friends can only worsen your feelings of isolation. Indeed, many managers find that a spouse, a relationship partner, a respected relative, or a close friend can provide enormous emotional support during this challenging career transition.
- **Get enough leisure time and relaxation.** If necessary, force yourself to periodically take a day—or even a half-day—off. During your time off, try not to think about work. Instead, engage in whatever activities you find most rejuvenating—such as reading a novel, taking a long walk, or playing your favorite sport.
- **Talk about your concerns with supportive friends.** People both inside and outside your organization with whom you have close friendships can provide crucial emotional support. Talk with them about what you're going through. Even if they do nothing but listen, you'll almost certainly feel better after getting your concerns out in the open.
- **Take care of your health.** If you're experiencing physical problems as a result of job stress, take advantage of every opportunity to relax. If you're used to exercising regularly, carve out time to stick to your regimen. Many people find that even just a 20-minute walk or jog can clear their heads and rejuvenate their energy. Perhaps most important, try to get enough sleep. Fatigue is notorious for making even the most minor problem look far worse than it really is.
- **Keep your job in proper perspective.** When your managerial role seems about to overwhelm you, take a moment to reappraise your values and personal and professional commitments. Ask yourself: "What's *most* important to me?" "What *really* counts in life?" And remember: No job or career—no matter how exciting, stimulating, or financially rewarding—is worth your sanity, your physical health, or your commitments to family or friends.

All of the above tips can help ease the strain of serving as a manager. But perhaps the most important advice to keep in mind is: *Be patient with yourself.* Know that, in time, your ability to cope with the pressures of management will improve. As you gain familiarity with your job and all its inherent stresses, you'll uncover internal resources you never knew you had.

Feel fulfilled



Becoming an effective manager enables you to satisfy some important psychological needs.

- **Achievement.** You already know you have a need for achievement. Otherwise, you probably would not have excelled as an individual contributor. Nor would you have been likely to take on the difficult job of manager.

The role of manager gives you the opportunity to achieve in new ways:

- Learn about and master new skills
- Accomplish important work in challenging new ways

- Support your company's vision and mission in new ways

- **Influence.** Being a manager is all about exercising influence. In the workplace, influencing others to achieve shared goals can be very satisfying.

As a manager, you develop networks of relationships with the many different people on whom you depend to get things done. Over time, you get to know what's most important to each of these individuals, how you can best help them achieve their goals, and how they can best help you. You exchange information and other resources in mutually supportive, beneficial ways.

- **Affiliation.** Many managers have a need for affiliation—being part of and contributing to something larger than just themselves.

Our connections with other people can deeply satisfy our need for affiliation, and our jobs often help us satisfy this deep need. Work provides us with numerous opportunities to collaborate with others to accomplish shared goals that transcend our own personal aims.

Develop and grow

“ The critical difference between exceptional and average managers: the exceptional managers motivate, develop, and lead people even though they've got to drive the business. ”

—A new manager

As you encounter entirely new kinds of challenges and responsibilities, you find that you have the strength and resources to meet these challenges.

For example, some first-time managers ultimately learn that they have a gift for leading and inspiring others. Others find that they're especially talented at gauging others' motivations and values.

Each time you make something happen as a manager—whether it's shaping your group's culture in positive ways, helping someone master a new task, or assembling a top-notch team—you expand your abilities. You become a more seasoned, experienced, and confident leader, and you have a sharper awareness of your own strengths and areas for improvement.

Not only do you learn more about yourself as you progress in your role; you also learn more about organizational life in general, including:

- How influence really works
- What makes one team more effective than another
- How your own group's strategies and activities can support (or hinder) the larger organization's goals
- How to help people find meaning in their work
- What it takes to unleash a group's creativity and innovative spirit

Collaborate

“ When I started bouncing ideas around with the people in my group, something happened: the more we played our ideas

off each other, the better the end results were. ”
–A new manager

The common assumption that you can accomplish more alone than you can with others is actually questionable. The reality of organizational life strongly suggests that you achieve more by helping *others* succeed and by working with them toward a shared goal.

In the workplace, good ideas have the *most* impact when people work together to turn them into products or services that satisfy customers' needs and support the organization's mission.

As a manager, you can play a central role in that collaborative process by:

- Developing a top-notch team
- Using your influence to cultivate commitment and a cooperative spirit among your peers, your own supervisors, your direct reports, and key players *outside* your company, such as suppliers, customers, and partnering organizations
- Winning your direct reports' loyalty
- Helping others succeed

Frequently Asked Questions

What's really involved in becoming a good manager?

Becoming a manager means coming to terms with the differences between management myths and realities. Most managers focus on their formal authority—the rights and privileges associated with getting promoted higher up in the ranks. But soon they discover that they have new duties, obligations, and interdependencies. They find that formal authority is actually a limited source of power. Their influence in working with and through others becomes more productive than simple authority.

New managers have two main sets of responsibilities: managing their team, and managing the context in which their team functions. This means managing the relationships of one's own team with other groups, both inside and outside the organization, as well as scanning the competitive environment to ensure that the agenda you set for your team is appropriate.

What are some areas of difficulty that a new manager may experience in his or her first year?

Many new managers find delegation particularly difficult. It involves a tricky set of judgment calls that managers must learn to make based on their experience on the job. Another difficulty new managers often confront is abandoning the role of doer and embracing the role of agenda setter. Finally, learning to manage your team versus the separate individuals on that team can be difficult.

What kinds of emotions do new managers experience?

Many new managers go into the role expecting to feel free, smart, and in control. However, they're surprised to find themselves feeling constrained, not so smart, and out of control initially. The technical competence that mattered so much to them when they were individual contributors has little relevance in their new role, so they feel out of their comfort zones. In time, these feelings begin to ebb.

Can new managers learn how to find satisfaction from their work in new ways?

Yes, definitely. Some things they thought would not be satisfying or enjoyable turn out to be very satisfying. Many managers learn that they really enjoy coaching and seeing others succeed—even more so than solving problems on their own. It's not so much about learning as it is about discovering new things about the self. Of course, as new managers begin mastering their role, they often feel the kind of satisfaction that comes simply from acquiring new skills.

What can organizations learn from people who are transitioning into the managerial role for the first time?

New managers are like beginning anthropologists. They're soaking up any information that seems relevant to their new responsibilities. Thus they can bring a fresh perspective on things and can ask the questions that really get to the core of key matters. They're also very sensitive to the mixed signals that a company can give, and their reading of those signals can help their organization. If the company realizes that employees are misinterpreting its messages and values, it can make constructive changes.

Overview

This section provides interactive exercises so you can practice what you've learned. These exercises are self-checks only; your answers will not be used to evaluate your performance in the topic.

Scenario

Assume the role of a manager in a fictional situation and explore different outcomes based on your choices (5-10 minutes).

Check Your Knowledge

Assess your understanding of key points by completing a 10-question quiz (10 minutes).

Scenario: Part 1

Part 1

Suzanne was recently promoted to "head trader" of the high-tech securities trading desk at DrayCo, an investment services firm. She knew the transition from trader to *manager* of traders would be challenging, but she never expected it to be this difficult.

She figured she would have much more power as a manager. But when she proposed a new trade analysis procedure soon after her promotion, fellow head traders ignored her suggestion. Several months into the new job, Suzanne feels she has little influence on her peers—or on her direct reports.

Suzanne wonders how the other head traders—Mitch, Karen, and Joel—gain each other's support and win their direct reports' allegiance. To learn their secret, she begins observing their behavior, including how they interact with each other, their direct reports, and her.

What are some successful strategies Suzanne might observe the other managers using?

- Mitch carefully collects recent data and other valuable resources in order to have the latest information on file should the need ever occur.

Not the best choice.

Managers don't exert influence by hoarding power in the form of needed resources and information. Instead, influential managers *share* power. They freely exchange needed resources and information with everyone in their *influence network* —peers, direct reports, supervisors, and even customers whose cooperation they need to accomplish their goals.

By sharing power, managers *acquire* power. That's because by providing help to others, they're more likely to receive resources and support from others later. And when they receive help, they're much more likely to accomplish their goals.

- When the pace gets overwhelming for her direct reports, Karen steps in and implements the more demanding tasks that could benefit from her expertise.

Not the best choice.

Truly influential managers rarely handle their direct reports' tasks themselves. Rather, they build their influence by developing their direct reports' skills. The more successful their direct reports are, the more successful the manager becomes.

Managers also need to strengthen relationships with peers, supervisors, and even people outside their company (such as key customers or suppliers). In fact, influential managers view themselves as "people developers," not "task doers."

- Joel attends an introductory training program specifically geared toward Mitch's specialty in order to learn more about a new area.

Correct choice.

By attending this program, Joel learns more about Mitch's priorities and everyday concerns, thus enhancing his relationship with Mitch. Strong relationships and mutual awareness of needs and priorities enable managers to help one another.

For example, suppose Joel helps Mitch through a busy time by providing information that has value for Mitch. Mitch may return the favor someday by backing a new program that Joel has proposed. This informal exchange of assistance is the real source of power for managers who have little or no formal authority over one another.

Scenario: Part 2

Part 2

After watching the other head traders, Suzanne starts using some of their techniques. She also enhances her relationships with them. For example, she chats frequently in the hallway with them, suggests they grab a bite to eat for lunch, and asks them for advice. Soon she gains their support for several of her key initiatives.

However, Suzanne is having trouble managing one of her direct reports. Chen, the most senior trader in Suzanne's group, complains frequently about problems within the team and sometimes ignores Suzanne's requests. At times, he doesn't engage fully in the work at hand.

Despite his negative demeanor, Chen is a highly talented trader. Suzanne wants to keep him in the group, but she doesn't want Chen's attitude to corrode the team's morale.

What should Suzanne do about Chen?

- Since Chen appears dissatisfied and disengaged, Suzanne should get to the root of his attitude problem and push him to move past his concerns.

Correct choice.

With Chen, Suzanne should use a coaching leadership style. Coaching—a process by which a manager helps a direct report identify and move past problem behaviors—is the best leadership approach in this case.

Part of being a good manager is adapting the way you lead your team and the individuals within it. Fine-tune your approach to each person—depending on each individual's level of professional development and commitment to the job.

- Since Chen has various strengths that are crucial to the team's overall performance, Suzanne should encourage him to identify and build on those strengths.

Not the best choice.

Chen's attitude presents a problem for the team, so Suzanne should use *coaching* to help him identify and move past the behaviors that are causing concern. Once the reasons for Chen's negative attitude have been addressed,

Suzanne might then use other leadership styles with him to build on his strengths.

Skilled managers often use different leadership styles with the same individual—depending on the particular situation.

- Since Chen is a talented, seasoned trader and needs to be challenged to perform at his best, Suzanne should entrust him with more key responsibilities and decision making.

Not the best choice.

This *delegating* leadership style is more appropriate for team members who are at their peak performance. Chen's negative attitude is a problem for the team, so Suzanne should first use *coaching* to help him identify and move past the behaviors that have caused concern.

With the novice members on her staff, Suzanne should use a more directive style (providing more explicit instructions and requests). With team members who lack confidence, she should use a *supportive* style (encouraging direct reports to identify and build on their strengths and gradually take more risks).

Scenario: Part 3

Part 3

Adopting the right leadership style with Chen has paid off. Chen's attitude has improved, and he's performing at his best. Suzanne knows she has handled this situation skillfully.

Yet Suzanne isn't sure how to evaluate other aspects of her own performance. She recalls how easy it was to assess her performance as a trader: When her trades made a lot of money for DrayCo and its customers, she knew she was performing well. It was that simple.

As a manager, Suzanne sees few opportunities to objectively gauge her overall impact at DrayCo. She knows she has valuable qualities to offer. For example, her direct reports find Suzanne's sense of humor invigorating during high-pressure times. However, with her performance review three months away, she wonders how she might assess her abilities *now*.

How might Suzanne evaluate her performance?

- Notice whether her direct reports have begun emulating her use of humor to boost morale among themselves.

Good choice.

If Suzanne's team members have also begun using humor productively, then Suzanne knows she's having an impact and enhancing the group's culture. Shaping team culture in productive ways is a key managerial responsibility. However, it is difficult to measure objectively. Managers must rely on keen observation and familiarity with their team members to evaluate their own performance in this dimension.

- Ask her direct reports to share their impressions of her management style and the quality of her work.

Good choice.

Periodically gathering impressions from direct reports, as well as from peers, bosses, and customers, can help Suzanne judge her overall impact at DrayCo. After gathering such feedback, Suzanne should look for patterns. For example, she might discover that many direct reports, as well as her supervisor, see her as overly tentative. In this case, she could work to boost her self-confidence and assertiveness.

But Suzanne should take care in interpreting the feedback she receives. The key is to identify *patterns* rather than feel compelled to respond to every instance of feedback. Also, she should not constantly ask for critiques from direct reports, as that may undermine her authority in their minds.

- Observe whether all the people with whom she works most closely seem consistently pleased and satisfied by the quality of her work.

Not the best choice.

One of the toughest challenges of management is that you can't please everyone with whom you work or interact. There will always be someone who is dissatisfied or upset with your decisions or actions. And there will always be work left undone. If Suzanne gauges her performance by whether she's pleasing everyone all the time, she may conclude that she's not doing a good job—which might not be an accurate assessment of her abilities.

Scenario: Conclusion

Conclusion

Through her observations, Suzanne has begun learning that real power comes from building and nurturing her influence network. She has also realized she needs to adapt her leadership style to the individual members of her team. Finally, she has discovered creative ways to evaluate her overall performance as a manager.

Initially, the transition into management may feel daunting. New managers need to learn entirely new skills that are very different from those that made them successful individual contributors. You may find it helpful to know that other new managers go through a period of uncertainty. But with time and practice, they gain the skills and confidence they need to excel in their new roles.

Check Your Knowledge: Question 1

Which of the following is not a common myth about management?

- Managers have a lot of power.

Not the best choice.

The assumption that managers have a lot of power *is* actually a common myth about management. Many new managers also fall prey to myths about what kinds of skills managers need, how they feel about their jobs, and how valuable training might be in helping them master their new role. Having inner strength, however, is *not* a myth about management. Most first-time leaders don't go into their new role saddled with incorrect assumptions about inner strength.

- Managers have a lot of inner strength.

Correct choice.

Some managers may indeed have a lot of inner strength—but most first-time leaders don't go into their new role saddled with incorrect assumptions about inner strength. Instead, they fall prey to myths about what kinds of skills managers need, how much power and freedom they have, how they feel about their jobs, and how valuable training might be in helping them master their new role.

- Managers have a lot of freedom.

Not the best choice.

The assumption that managers have a lot of freedom *is* actually a common myth about management. Many new managers also fall prey to myths about what kinds of skills managers need, how they feel about their jobs, and how valuable training might be in helping them master their new role. Having inner strength, however, is *not* a myth about management. Most first-time leaders don't go into their new role saddled with incorrect assumptions about inner strength.

Check Your Knowledge: Question 2

Which of the following would be evidence that you have succeeded as a manager?

- Your group has achieved its objective of boosting sales by a specific percentage this quarter.

Correct choice.

At its core, management means getting things done through other people. Thus managers must measure their success by gauging how well their *group* achieves its objectives. But they must also attend to other factors—such as how much they've helped their direct reports hone their skills and how strongly their group's achievements have supported the company's objectives and strategies. These measures differ markedly from those used to gauge individual contributors' success.

- You've personally resolved most of the customer complaints coming through your department.

Not the best choice.

Ability to personally resolve problems that your direct reports can better handle is not an accurate measure of managerial success. Rather, management means getting things done through other people. Thus managers must measure their success by gauging how well their *group* achieves its objectives. They must also attend to other factors, such as how much they've helped their direct reports hone their skills and how strongly their group's achievements have supported the company's objectives and strategies. These measures differ markedly from those used to gauge individual contributors' success.

- You've completed a challenging management seminar and have stayed with the job for one year.

Not the best choice.

Participation in training seminars and length of stay on the job aren't the most accurate measures of managerial success. Rather, management means getting things done through other people. Thus managers must measure their success by gauging how well their *group* achieves its objectives. They must also attend to other factors, such as how much they've helped their direct reports hone their skills and how strongly their group's achievements have supported the company's objectives and strategies. These measures differ markedly from those used to gauge individual contributors' success.

Check Your Knowledge: Question 3

What is a manager's most important source of power?

- His or her formal authority

Not the best choice.

A person's formal authority is actually far less a source of power than his or her personal influence. Direct reports don't always follow their manager's direction, and managers don't have any formal authority over their peers and supervisors—two groups whose support they still need to get things done. Rather than relying on formal authority, managers exercise their personal influence by cultivating networks of mutually beneficial relationships with supervisors, peers, direct reports, and even people outside the company, such as key suppliers or customers. They learn what they can do to support their network members' goals and how their network members can support their—the managers'—goals. Formal authority plays little role in these exchanges of influence.

- His or her professional and educational qualifications

Not the best choice.

A person's professional and educational qualifications are actually far less a source of power than his or her personal influence. Rather than relying on their qualifications to wield power, managers exercise their personal influence by cultivating networks of mutually beneficial relationships with supervisors, peers, direct reports, and even people outside the company, such as key suppliers or customers. They learn what they can do to support their network members' goals and how their

network members can support their—the managers'—goals. Professional and educational qualifications play little role in these exchanges of influence.

- His or her personal influence

Correct choice.

Personal influence is a far greater source of power than a person's formal authority or professional and education qualifications. That's because direct reports don't always follow their manager's direction, and managers don't have any formal authority over their peers and supervisors—two groups whose support they still need to get things done. Rather than relying on formal authority or professional and educational qualifications, managers exercise personal influence by cultivating networks of mutually beneficial relationships with supervisors, peers, direct reports, and even people outside the company, such as key suppliers or customers. They learn what they can do to support their network members' goals and how their network members can support their—the managers'—goals. Formal authority and professional or educational background play little role in these exchanges of influence.

Check Your Knowledge: Question 4

Which of the following is the most realistic motivation for becoming a manager?

- You'll achieve new status, prestige, and recognition for contributing to your organization's success.

Not the best choice.

Many new managers wrongly assume that the managerial role is all about status, prestige, and recognition for themselves. But it's really about their *group* and its effectiveness and success. First-time leaders can achieve a more realistic perspective on their new position by making sure they're pursuing a managerial career for the right reason: to *help their organization achieve its goals* rather than to *enhance their own image*.

- You'll help your people to excel, fulfill their own dreams, and gain new skills and self-confidence.

Correct choice.

Many new managers assume that their job is about them, their power, and their success—but it's really about their *group* and its effectiveness and success. First-time managers can achieve a more realistic perspective about their new position by making sure they're pursuing a managerial career for the right reason: to *help their organization achieve its goals* rather than to *enhance their own image*.

- You'll be able to make decisions more quickly and therefore see the results of your actions right away.

Not the best choice.

Many new managers wrongly assume that the managerial role will enable them to make decisions more quickly and see the results of their actions right away. Instead, being a manager is really about increasing their *group's* effectiveness and success. First-time leaders can achieve a more

realistic perspective on their new position by making sure they're pursuing a managerial career for the right reason: to *help their organization achieve its goals* rather than to *accelerate decision making*.

Check Your Knowledge: Question 5

What is the most productive method to manage a new team member?

- Work with the person closely and provide ongoing feedback and guidance

Correct choice.

A new team member needs more attention and guidance than more experienced members of your team. You have to pay special attention to the person until he or she learns the routine and gains familiarity with the job itself.

- Let the person learn through his or her mistakes

Not the best choice.

Letting a new team member gain knowledge through learning from mistakes alone is not enough to bring that person up to productive speed. A new team member needs ongoing feedback and guidance. You have to pay special attention to the person until he or she learns the routine and gains familiarity with the job itself.

- Have the person read business guides, attend training sessions, and seek help in solving problems

Not the best choice.

Letting a new team member gain knowledge only through reading books, attending training, and asking for help is not enough to bring that person up to productive speed. A new team member needs ongoing feedback and guidance. You have to pay special attention to the person until he or she learns the routine and gains familiarity with the job itself.

Check Your Knowledge: Question 6

True or false: In order to treat your direct reports fairly, you must treat them all equally.

- True

Not the best choice.

Treating people fairly may not mean treating them the same. Fairness really means finding the best ways to help *each* direct report succeed. And those ways may differ, depending on your direct reports' different situations. When you treat people differently, you're actually giving them an *equal opportunity* to do well. For example, suppose one person in your group responds to praise with immensely renewed energy, commitment, and innovativeness. You could treat him

fairly—but differently—by making it a point to thank him in person at least once a week for whatever recent successes he has achieved, regardless of how big or small those successes were.

- False

Correct choice.

Treating people fairly may not mean treating them the same. Fairness really means finding the best ways to help *each* direct report succeed. And those ways may differ, depending on your direct reports' different situations. When you treat people differently, you're actually giving them an *equal opportunity* to do well. For example, suppose one person in your group responds to praise with immensely renewed energy, commitment, and innovativeness. You could treat him fairly—but differently—by making it a point to thank him in person at least once a week for whatever recent successes he has achieved, regardless of how big or small those successes were.

Check Your Knowledge: Question 7

Which of the following best describes what a team is?

- A team is a group of people who work on a single, defined project together; disband or reorganize after the project is finished; and receive new assignments based on company needs.

Not the best choice.

The characteristics that make teams so valuable are actually a shared purpose, performance goals, and approach to their mission, for which they hold themselves collectively accountable. These characteristics make teams especially valuable when your group's work requires a combination of knowledge, expertise, and perspective that can't be found in a single individual; when the work hinges on a large degree of interdependence among group members; or when your group faces a major challenge, such as reversing falling profitability.

- A team is a group of people who have a shared purpose, performance goals, and approach to their mission, for which they hold themselves collectively accountable.

Correct choice.

These characteristics make teams especially valuable when your group's work requires a combination of knowledge, expertise, and perspective that can't be found in a single individual; when the work hinges on a large degree of interdependence among group members; or when your group faces a major challenge, such as reversing falling profitability.

- A team is a group of people who place a higher priority on their learning and development versus their current performance, and who emphasize mutual support over confrontation.

Not the best choice.

The characteristics that make teams so valuable are actually a shared purpose, performance goals, and approach to their mission, for which they hold themselves collectively accountable. These characteristics make teams especially valuable when your group's work requires a

combination of knowledge, expertise, and perspective that can't be found in a single individual; when the work hinges on a large degree of interdependence among group members; or when your group faces a major challenge, such as reversing falling profitability.

Check Your Knowledge: Question 8

What is coaching?

- A two-way partnership in which both parties share knowledge and experience in order to maximize the coachee's potential and help him or her achieve agreed-upon goals

Correct choice.

A key defining feature of coaching is that it is a two-way partnership. That is, both parties must be willing and able to participate in it in a focused, structured way. In a business setting, coaching is more about helping someone learn and move toward his or her own, *self-identified* goals than it is about helping him or her address personal issues or imparting values, skills, or attitudes in order to reach your own objectives.

- A way for you to impart desired values, skills, and attitudes to an employee so that his or her performance or behavior will more strongly support your goals and agenda

Not the best choice.

In a business setting, coaching is more about helping someone learn and move toward his or her own, *self-identified* goals than it is about imparting values, skills, or attitudes in order to reach your own objectives. A key defining feature of coaching is that it is a two-way partnership. That is, both parties must be willing and able to participate in it in a focused, structured way.

- A way for managers to help employees address personal issues that are making it difficult for them to contribute to the team's efforts or hone their own performance

Not the best choice.

In a business setting, coaching is more about helping someone learn and move toward his or her *self-identified* professional goals than it is about helping him or her address personal issues. Another key defining feature of coaching is that it is a two-way partnership. That is, both parties must be willing and able to participate in it in a focused, structured way.

Check Your Knowledge: Question 9

What's the best way you can combat the feeling of being overwhelmed when your team seems to constantly bring problems to you?

- Let employees know that you support them—that you're committed to listening to and resolving their problems whenever they need your help

Not the best choice.

Being willing to solve *all* your employees' problems keeps them from developing their own skills and autonomy. Instead, you should prompt employees to strengthen their own problem-solving skills, and ask them to come to you only with problems they can't solve on their own. You need to strike a delicate balance of encouraging employees to strengthen their problem-solving abilities and drawing boundaries around what kinds of problems you will help them resolve.

- Prompt employees to strengthen their own problem-solving skills, and ask them to come to you only with problems they can't solve on their own

Correct choice.

You need to maintain a delicate balance of encouraging employees to strengthen their problem-solving skills and drawing boundaries around what kinds of problems you will help them resolve. Being willing to solve *all* their problems keeps them from developing their own skills and autonomy. Refusing to help them solve *any* problems may make them feel unsupported and abandoned.

- Have a frank group discussion about each team members' role. Explain that employees must take responsibility for resolving their own problems

Not the best choice.

Refusing to help your employees solve *any* problems may make them feel unsupported and abandoned. Instead, you need to strike a delicate balance of encouraging employees to strengthen their problem-solving abilities and drawing boundaries around what kinds of problems you will help them resolve—by asking them to come to you only with problems they can't solve on their own.

Check Your Knowledge: Question 10

Being an effective manager provides opportunities to satisfy which of the following needs?

- Your direct reports' approval and peers' respect

Not the best choice.

Effective managers don't expect the managerial role to gain them all their direct reports' approval. Instead, many of them find that their work satisfies their need to master new abilities (achievement), shape others' performance and behavior (influence), and collaborate with respected and admired colleagues (affiliation).

- Job security and well-defined career path

Not the best choice.

Effective managers don't always look to their managerial role to provide job security and a well-defined career path. Instead, many of them find that their work satisfies their need to master new abilities (achievement), shape others' performance and behavior (influence), and collaborate with respected and admired colleagues (affiliation).

- Achievement, influence, and affiliation

Correct choice.

Many effective managers find that their work satisfies their need to master new abilities (achievement), shape others' performance and behavior (influence), and collaborate with respected and admired colleagues (affiliation). By contrast, effective managers don't always necessarily obtain all their direct reports' approval, nor do they necessarily have greater job security or a more clearly defined career path than other professionals do.

Check Your Knowledge: Results

Your score:

Steps for building and cultivating your network

1. Identify those on whom you depend to get your job done.

Ask yourself:

- Whose cooperation do I need?
- Whose compliance do I need?
- Whose opposition would keep me from accomplishing my work?

2. Draw a map of these dependencies.

Create a diagram showing how you relate to or depend upon others in the organization.

Be sure your "dependencies map" shows first-order as well as second-order dependencies.

For example, you may be dependent not only on your immediate supervisor but also on his or her boss.

Remember: It's better to overestimate rather than underestimate the number of dependencies important to your network. Some otherwise successful managers have been derailed because they were blindsided by someone whose position and power they hadn't anticipated.

3. Figure out how each person in your "dependencies map" sees the world.

For each person in your map, answer these kinds of questions, if possible:

- What differences exist between myself and this person (in terms of goals, values, stakes, pressures, and working styles)?
- What are the underlying forces that have created those differences?
- What sources of power do I have relative to this person?
- What might this person's assumptions, perceptions, and feelings be about my decisions and actions?

4. Assess the quality of your relationship with each person in your dependencies map.

For each person on your map, answer these kinds of questions, if possible:

- Do we share mutual trust and credibility?
- Do we perceive one another as competent?
- Do we perceive one another as wanting to do the right thing?
- Do we perceive one another as being able to get the job done?

Your answers will shed light on which of your relationships are strongest and which need work.

5. Identify critical gaps in your relationships.

Depending on your responses to the questions in Step 4, decide which relationships most need strengthening. These are connections with people who are critical to your success but with whom you do not yet have a high-quality relationship.

6. Work to enhance essential but weak relationships.

Get to know people with whom you need a stronger relationship, perhaps by:

- Having casual conversations in the hallway with them
- Grabbing a bite to eat at lunch
- Asking them for their advice on something
- Learning more about their work by attending training programs geared specifically toward them

Remember: The best time to begin building these relationships is *before* you really need them. That way, these connections will be established when you need to make a request.

Steps for strengthening your emotional intelligence

1. Get coaching if possible.

A consultant or peer who is well-versed in the components of emotional intelligence (EI) can help you identify your EI strengths and weaknesses. Select someone to assist you in designing new behaviors, and plan to meet with him or her regularly to review your progress and make any necessary adjustments.

2. Gather feedback on your EI abilities.

With the help of your coach, collect feedback on your EI strengths and weaknesses from your peers, boss, and direct reports. Ask respondents to comment specifically on how well you're doing on each EI component (for instance, emotional self-control and empathy).

3. Turn your day-to-day job into a learning laboratory.

Once you've identified the EI areas you need to work on, look for opportunities to practice new skills in your day-to-day job. Keep an eye out for patterns; for instance, are you more empathetic when things are calm, but still likely to tune others out during crises?

Prepare to be patient and diligent as well. Improving your EI takes repetition and practice on the job, over several months. It also takes courage: You have to be willing to face some difficult feedback about your weaknesses and to experiment with behaving in new ways. You may fail at times, too—so brace yourself to try again if a new behavior doesn't work out the way you initially intended.

4. Closely examine the reasons behind any negative behavior relapses and decide how to prevent them in the future.

Figure out what triggered a return to old, unproductive ways of behaving (for example, perhaps feeling time pressure caused you to cut someone off during a meeting). Plan ahead what you'll do differently next time around (for instance, you'll pause for a few moments the next time you feel the urge to interrupt someone).

5. Keep track of your performance.

Suppose your goal is to learn to enter into a dialogue with an employee who does something that upsets you—versus launching into a harangue. Over several months, track the number of times you indulged in haranguing versus successfully exploring problems through dialogue. Be honest! Notice whether incidents of undesirable behavior are decreasing or increasing over time. If problem behavior is increasing, work with your coach to get back on track.

Tips for assessing your progress

- Invite feedback. Let peers, bosses, and direct reports know that you want to hear their impressions of your performance as a manager.
- Take on stretch experiences. Identify and embrace challenges that you think will bring about the growth and development you would like to achieve. For example, explore ways of networking beyond your own, familiar group.
- Identify the impact of your managerial style. Gather feedback from others not just on *what* you've done but also *how* you've done it. This information helps you clarify cause-and-effect relationships and makes the link between your intentions and your actual impact on others.
- Observe your peers. You learn more from peers than you do from anyone else. Watch other managers and identify the most effective among them. Ask yourself what personal attributes and skills make them effective.
- Imitate your peers' best attributes and skills. Use information you've acquired through observation to modify your own professional behavior.
- Be open to asking for help. Find someone who can help you figure out whether you're getting the right kind of feedback.

Tips for influencing others

- Identify potential allies. View everyone on whom you are dependent as a potential ally—even if he or she at first appears to be very different in style or attitude.
- Build mutually beneficial alliances. Figure out what you have to offer your existing and potential allies. Determine what your allies can offer you. Help people out as much as possible.
- Think in terms of building *long-term* relationships. Like any relationship, workplace alliances take continual effort and attention. They're much more than a one-shot deal! By engaging in a series of give-and-take exchanges over time, you build a foundation of trust and cooperation.
- Avoid reliance on formal authority. Instead, whenever possible, rely on your own expertise as your main source of power.
- Share power; don't hoard it. Observe yourself regularly to see whether you're hoarding power versus exchanging needed resources and information in a balanced way with your allies.
- Recognize interdependencies. Be aware of *mutual* dependencies—not just what you need from others or what others need from you. Use your power and influence to accomplish ends that are not entirely self-serving.

- View your allies as partners. When you view people as partners, you: (1) value the different perspectives and talents they bring, (2) bring problems with the relationship to their attention and fight hard to prevent them from making mistakes, (3) are honest in letting them know how both of you are doing, and (4) consider the welfare of your company your top priority.

Tips for introducing new policies and practices

- Avoid the temptation to push changes through too quickly. Rather than act impulsively, introduce new policies and practices as slowly as possible—and only after you've assessed your group's situation.
- Take time to assess your situation. Sit back and listen to people's concerns, opinions, and ideas.
- Show that you're reflecting before you speak. When people ask for your opinion, resist the urge to answer immediately. Instead, take a moment to review your alternatives—and to show that you're doing so.
- Figure out the politics of your situation. Find out who talks to whom, the best way to gain access to the grapevine, and who knows how things work and how to get things done.
- Ask more questions.
- Walk in other people's shoes. Instead of using yourself as a model for predicting how *others* might interpret or respond to new ways of doing things, learn to understand others' points of view.
- Think with your head *and* your heart. Thinking with your head helps you deal with business challenges while thinking with your heart helps you deal with people challenges. Remember: people challenges are business challenges.

Tips for leveraging resources in your first year

- Know your major resources. Remember, you've got three major resources at your disposal: (1) your previous career experiences, (2) the people you already know, and (3) your formal training.
- Use previous supervisors as models. Think about the people who supervised you. What were their strengths and weaknesses? Which of their attributes could you emulate to develop your own management and decision-making skills?
- Use previous supervisors as advisors. If possible, stay in touch with these individuals, and ask them for advice.
- Ask your current supervisor to be your coach. If your current boss has a reputation as a skilled people developer, call on him or her for advice on your transition process.
- Stay in touch with previous and current peers. Meet with these individuals as often as possible to discuss your ideas, interpret your experiences, and spot connections between your actions and their outcomes.
- Use formal training opportunities to augment on-the-job learning. Take advantage of all formal training offered to you.

Best manager-worst manager worksheet

© 2004 Harvard Business School Publishing. All rights reserved.

http://gwiz4.gene.com/groups/Humres/development/managementor/2011managementor/new_manager_transitions/print_topic.html

<i>Checklist for New Managers</i>		
<i>Use this checklist to identify gaps between the skills you used in your prior position and those you will need in your new one. New skills will take time to learn and practice; think about which ones you need the most or need first.</i>		
Skill or Competency	Part of My Prior Position Responsibilities	Part of My New Manager Responsibilities
Supervising employees		
Assessing performance		
Setting goals		
Delegating		
Hiring		
Coaching		
Leading a team		
Recruiting		
Budgeting		
Salary administration		
Explaining and enforcing policies		
Creating a vision; having a big picture perspective		
Managing for results; ensuring that goals are accomplished		
Conducting lay offs if required		
Dismissing an employee if required		
Supporting others in the accomplishment of their goals		
Managing the level of workplace activity and stress		
Making presentations		
Establishing alliances		
Running meetings		
Managing my time		
Supporting developmental opportunities for staff		
Providing direction		
Adapting my style to meet others' needs if indicated		
Motivating others		
Providing leadership		
Fostering innovation or creativity		
Assigning job responsibilities		
Managing projects		
Balancing and setting priorities		
Conducting disciplinary sessions		
Interviewing		

© 2004 Harvard Business School Publishing. All rights reserved.

Emotional intelligence self-assessment

<i>Emotional Intelligence Self-Assessment</i>			
<i>Use this tool to think about your Emotional Intelligence, or the ability to manage yourself and your relationships effectively.</i>			
Emotional Intelligence Capabilities	Rating		
	Adequate	A Strength	Needs Improvement
Self-Awareness			
I am self-confident.			
I know my strengths and limitations.			
I know when to ask for help.			
Self-Regulation			
I am trustworthy.			
I am in control of my feelings and impulses.			
I suspend judgment and prefer to seek out information.			
Motivation			
I have a strong drive to achieve.			
I am optimistic even in the face of failure.			
I constantly try to improve.			
Empathy			
I have expertise in coaching and retaining talented people.			
I am sensitive to cross-cultural differences.			
I intuitively know how people are feeling.			
Social Skills			
I have expertise in building and leading teams.			
I have a knack for finding common ground with others.			
I enjoy collaboration.			

© 2004 Harvard Business School Publishing. All rights reserved.

Contact sheet for new managers

<i>Contact Sheet for New Managers</i>		
<p><i>A critical task for managers is to know how and where they can get the information or assistance they need. This is more of a challenge for new managers in a new company. It takes time to develop real alliances, but a simple contact list such as the one below can help you get off to a good start. You can modify this list as new needs present themselves.</i></p>		
When I Need Information or Advice On . . .	I'll Go To . . . Person Responsible	Phone, E-mail, or Location
Security		
Benefits, insurance, policies, and procedures		
Technology, my desktop system		
IT Help Desk or Hot Line		
Purchasing, accounts payable, receivable, and so on		
Training for myself or my direct reports		
Records, departmental		
Records, employee files		
Physical plant maintenance		
Performance management		
Coaching		
Salary levels and administration		
Budgeting		
Affirmative Action, Equal Employment Opportunity		
Hiring or recruitment		
Mailing, shipment		
Warehouse, inventory levels		
Mailing, express delivery		
Organizational charts, structure		
Temporary help agency		
Sales		
Marketing		
Public relations, publicity		
Engineering		
Production		
Legal advice		
Customer service		
Customer service number		
Returns and refunds		

© 2004 Harvard Business School Publishing. All rights reserved.

Worksheet for adapting your managerial style

Worksheet for Adapting Your Managerial Style		
<p>Use this worksheet to think through how you might adapt your managerial style to complement the needs and developmental level of your direct reports. Who needs more direction? Support? Whom should you leave on their own as much as possible? There are numerous ways of thinking about how to adapt your style. The following is just one. Use the following guidelines to focus on each employee, his or her needs, and what style you could adopt that would help them perform the best and feel motivated and rewarded.</p>		
<p align="center">Developmental levels of employees</p>		
Beginning level	New to the job, perhaps new to the company. Needs direction, supervision, and support. May have low competence level due to inexperience. May be enthusiastic about this new opportunity.	
Moderate level	Has developed competence but is not performing at peak levels yet. Needs coaching and support. May at times become disillusioned as the reality of the job and challenges sets in.	
High level	A peak performer, most likely very experienced. Needs less direct supervision, and may resent it. Think about ways to delegate tasks and keep the person feeling challenged.	
Direct Report	Developmental Commitment Level	Appropriate Managerial Style
Example: Jane Doe	Beginner: Jane is just starting out in her career and is taking on new responsibilities.	Directive: You monitor the person more closely and provide more explicit instructions and demands.

© 2004 Harvard Business School Publishing. All rights reserved.

Why Develop Others?

“At the end of the day, you bet on people, not strategies.”

Larry Bossidy
Former CEO, AlliedSignal

In today's global business environment, markets and regulations change quickly. Competitors constantly innovate. Technological changes are the norm.

In order to outmaneuver the competition and meet the demands of the moment, organizations must be agile. They must execute flawlessly. And they must transform themselves continuously.

Are your leaders ready?

Dr. Noel M. Tichy
Professor
University of Michigan Ross School of Business

We have now entered an era where I don't care what industry you're in, you need leaders who

can make decisions, make judgment calls at every single level. All the way down to the interface with the customer.

If you go to a company like Google or any of the high tech companies, a lot of the innovation that Amazon does is happening right at the front line. Go ahead, try it, put it out there, we'll learn from it. That cannot happen if the senior leadership doesn't have a commitment to both develop the leadership capability, but develop the business through engaging people at all levels of the organization.

Becoming a teaching organization

I like to tell parents that they cannot delegate their responsibility to develop their children. And I think it is the same in an organization. Day in and day out the person that has the biggest impact on people in the organization is the next level above and the associates around and below. And so to build a learning organization I say is not enough. Learning could be, you know we are learning cooking, we are learning this or that, but teaching organizations, when I learned something, I have a responsibility to teach my colleagues.

So everybody takes responsibility for generating new knowledge and it is not enough to be a learner, you then have to translate it into teaching.

The Virtuous Teaching Cycle

The role of a leader is to ensure that the people who work for them and around them are better every day. There's only one way to make people better. It's to teach them, learn from them, create what I call "virtuous teaching cycles", not command and control.

A virtuous teaching cycle is teach learn, teach learn. And the leader has a responsibility for reducing the hierarchy, for having a point of view to start the discussion, but then to be responsible to hear everyone's voice, get everyone involved in a disciplined way. It is not a free for all. But it is the leader's responsibility to create that virtuous teaching cycle.

A wonderful example of virtuous teaching cycle is the program that Roger Enrico ran at Pepsi, where every one of the 10 vice presidents comes with a business project.

Roger Enrico gets smarter as result of five days with 10 vice presidents, because he's learning from them. He needs to lower the hierarchy. He needs to be open to learning. And in turn, the people participating need to be energized and empowered to come up and engage in problem solving.

Another example is at Best Buy, where every morning in the stores you would bring 20 associates or so together and they would review the profit and loss statement from the day before, what we learned from the different customer segments in our stores, what we can do to improve our performance this day. And they do that every single day. The store manager was learning mostly from the associates on the floor.

That was a virtuous teaching cycle were everybody is teaching everybody, everybody is learning and the result has been an incredible result at Best Buy.

"The growth and development of people is the highest calling of leadership."

- Harvey S. Firestone

Founder, Firestone Tire and Rubber Co

There are clear advantages to leader-led development.

But for many leaders, taking on teaching, coaching, and other development responsibilities can seem daunting. You might avoid taking on these roles due to lack of time, resources, or your own lack of comfort with this role.

The following tips and resources can help you impart valuable learning to your team every day.

To develop others...

- Start with a Teachable Point of View

The first requirement of being able to develop other leaders is to have what I call a teachable point of view. I often give the example of, if I ran a tennis camp and you just came to day one of the tennis camp, I better have a teachable point of view on how I teach tennis. So you are standing there looking at me and it has got four elements. One, the ideas, well how do I teach the backhand, the forehand, the serve, rules of tennis. Then if I am a good tennis coach, I have a set of values. What are the right behaviors I want, how do I want you to dress, how do I want you to behave on the tennis court.

But if that's all I have, what do I do? Show you a power point presentation and then expect you to hit 500 backhands, 500 serves, run around for eight hours. I have to have a teachable point of view on emotional energy. How do I motivate you to buy in to the ideas and values?

On one end of the spectrum it could be I threaten you with corporal punishment, the other I can give you stock options, I can make you feel good about yourself, I can help you develop as a human being, what motivates you.

And then finally, how do I make the tough judgment calls, the yes/no, decisions as the tennis coach, the ball is in, the ball is out. I don't hire consultants and set up a committee, it is yes/no. And the same with running a business, what are the products, services, distribution channels, customer segments that are going to grow top line growth and profitability of the organization.

What are the values that I want everyone in the organization to have, how do I emotionally energize thousands of people, and then how do I make the yes/no, judgments on people and on business issues. So the fundamental building block of being able to develop other leaders is to have that teachable point of view just like the tennis coach.

To develop others...

- Lead with questions

Questions are hugely important because you want to create dialogue and again, what I call a virtuous teaching cycle where the teacher learns from the students and vice versa. Which means everybody ought to be free to ask whatever is on their mind, whatever it will take to get clarity and understanding, but it is not the leader just coming in and freeform asking questions. I believe the leader has a responsibility for framing the discussion, for having as best they can a teachable point of view, they may need help from their people in flushing it out, but they need to set the stage but then it has to be a very interactive, what I call virtuous teaching cycle environment, teach learn, teach learn, teach learn.

To develop others...

- Make it part of your routine

A good example to me of an outstanding leader developing other leaders is Myrtle Potter who at the time I am commenting was Chief Operating Officer of Genentech running the commercial side of the business. And she would take time at the end of every single meeting and do some coaching of the whole team on how we could perform as a team better, and then she would

often take individuals and say, could we spend 10 minutes over a cup of coffee, I want to give you some feedback and coaching on that report that you just presented on or how you are handling a particularly difficult human resource issue, but it was part of her regular routine. And I think the challenge for all of us as leaders is to make that a way of life and it is built into the fabric of how we lead and it is not a one off event, three times a year. It is happening almost every day.

To develop others...

- Make it a priority

One of the biggest challenges in getting people kind of on this path is to overcome some of their own resistance, either fear or the way I view the world I don't have time for this, everybody can make time. Roger Enrico is CEO of Pepsi. He didn't have time to go off for a week at a time and run training sessions. He had to readjust his calendar. So it requires you to look in the mirror and say, is this important. If it is important, of course I can make the time. Then I have to get over my own anxiety on how well I can do it, but it is a commitment to get on the path that says: this is how I am going to drive my own performance and the performance of my colleagues.

To develop others...

- Learn to teach

I think the biggest mistake is to assume you are going to be good at it right off the bat. It is like learning anything else. First time you go out and try and play tennis, good luck. But you got to stay with it and you got to engage your people in helping make you better and them better. And so it is a journey you need to get on, not I am going to do it perfectly when I start out.

If you want to be a great leader who is a great teacher, it's very simple. You have got to dive into the deep end of the pool. But you've got to dive into the pool with preparation. I don't want you drowning. I want you succeeding. It is extraordinarily rewarding for most human beings to teach others. I think once you can turn that switch on, it is self perpetuating. You get a lot of reinforcement, your team is better. You perform better because your performance goes up and it becomes this virtuous teaching cycle.

Your opportunity to develop others

We've heard why developing others can drive greater business results, and how to make the most of your leader-led development efforts. The materials provided in Develop Others enable you to create personalized learning experiences for YOUR team within the flow of their daily activities. Use the guides and projects to engage your team quickly. And to explore how key concepts apply to them in the context of their priorities and goals.

The value of teaching is the performance of the organization is totally dependent on making your people smarter and more aligned every day as the world changes. In the 21st century we are not going to get by with command and control. We are going to have to get by with knowledge creation. The way you create knowledge in an organization is you create these virtuous teaching cycles where you are teaching and learning simultaneously, responding to customer demands and changes, responding to changes in the global environment. My bottom line is if you're not teaching, you're not leading.

A leader's most important role in any organization is making good judgments — well informed, wise decisions about people, strategy and crises that produce the desired outcomes. When a leader shows consistently good judgment, little else matters. When he or she shows poor judgment nothing else matters. In addition to making their own good judgment calls, good leaders develop good judgment among their team members.

Dr. Noel M. Tichy

Professor, University of Michigan Ross School of Business

Dr. Noel M. Tichy is Professor of Management and Organizations, and Director of the Global Business Partnership at the University of Michigan Ross School of Business. The Global Business Partnership links companies and students around the world to develop and engage business leaders to incorporate global citizenship activities, both environmental projects and human capital development, for those at the bottom of the pyramid. Previously, Noel was head of General Electric's Leadership Center at Crotonville, where he led the transformation to action learning at GE. Between 1985 and 1987, he was Manager of Management Education for GE where he directed its worldwide development efforts at Crotonville. He currently consults widely in both the private and public sectors. He is a senior partner in Action Learning Associates. Noel is author of numerous books and articles, including:

For more information about Noel Tichy, visit <http://www.noeltichy.com>.

Share an Idea

Leaders are in a unique position to recognize the ideas and tools that are most relevant and useful for their teams. If you only have a few minutes, consider sharing an idea or tool from this topic with your team or peers that is relevant and timely to their situation.

For example, consider sending one of the three recommended ideas or tools below to your team with your comments or questions on how the idea or tool can be of value to your organization. By simply sharing the item, you can easily engage others in important conversations and activities relevant to your goals and priorities.

[Stressful emotions of transformation](#)

[Best manager-worst manager worksheet](#)

[Steps for building and cultivating your network](#)

To share an idea, tip, step, or tool with your comments via e-mail, select the EMAIL link in the upper right corner of the page that contains the idea, tip, step, or tool that you wish to share.

Discussion 1: Surprising truths about management

Have you recently promoted any of your team members from individual-contributor roles to a managerial or supervisory role? If so, they may have mistaken assumptions about what being a manager is like. For example, they may think they'll be using the same skills they used in their previous role, or assume they'll have a lot more power than they did before. These and other assumptions can cause them to make major missteps in their new role.

To avoid those missteps, it's helpful for your novice managers to understand common myths about management and to replace them with a realistic picture of their new role.

Use these resources to lead a discussion with your team about the myths new managers fall prey to — and the surprising truths about management.

Download resources:

[Discussion Invitation: Surprising Truths About Management](#)

[Discussion Guide: Surprising Truths About Management](#)

[Discussion Slides: Surprising Truths About Management \(optional\)](#)

[Tips for Preparing for and Leading the Discussion](#)

Also, note the following about this discussion:

- Invite team members who have recently been promoted to a managerial or supervisory role or who are about to move into management.
- If your team includes experienced supervisors or team leaders, invite several of them to the discussion too, so they can provide their perspectives on the realities of management. If your team has no experienced managers, consider pairing up with a colleague to co-lead the discussion for a combined group of your two teams' new managers.
- Working through the discussion guide can take up to 45 minutes. If you prefer a shorter 15- or 30-minute session, you may want to focus only on those concepts and activities most relevant to your situation.

Discussion 2: Managing the stress of the transition

When you promote individual contributors into a managerial or supervisory position, they'll almost certainly feel excited and proud. But they may also experience unpleasant and difficult emotions. These stressful feelings may include fear of failing in their new role, or a feeling of loss as they say goodbye to the sense of mastery they had in their previous role.

If your new team leaders or supervisors have trouble managing these and other uncomfortable emotions, they may find it difficult transitioning into their new role. Understanding the stress that many new managers experience — and learning how to manage the emotional strain — can help.

Use these resources to lead a discussion with your team about the difficult emotions that new managers can expect to experience and how they can better manage these sources of stress.

Download resources:

[Discussion Invitation: Managing the Stress of the Transition](#)

[Discussion Guide: Managing the Stress of the Transition](#)

[Discussion Slides: Managing the Stress of the Transition \(optional\)](#)

[Tips for Preparing for and Leading the Discussion](#)

Also, please note the following about this discussion:

- Invite team members who have recently been promoted to a managerial or supervisory role or who are about to move into management.
- If your team includes experienced supervisors or team leaders, invite several of them to the discussion too, so they can provide their perspectives on the realities of management. If your team has no seasoned managers, consider pairing up with a colleague to co-lead the discussion for a combined group of your two teams' new managers.
- Working through the discussion guide can take up to 45 minutes. If you prefer a shorter 15- or 30-minute session, you may want to focus only on those concepts and activities most relevant

to your situation.

Start a Group Project

Just like any change effort, successfully incorporating new skills and behaviors into one's daily activities and habits takes time and effort. After reviewing or discussing the concepts in this topic, your direct reports will still need your support to fully apply new concepts and skills. They will need to overcome a variety of barriers including a lack of time, lack of confidence, and a fear of making mistakes. They will also need opportunities to hone their skills and break old habits. To help ensure their success, you can provide safe opportunities for individuals and your team as a whole to practice and experiment with new skills and behaviors on the job.

For example, to encourage the adoption of new norms, you can provide your team members with coaching, feedback, and additional time to complete tasks that require the use of new skills. Management approaches such as these will encourage team members to experiment with new skills until they become proficient.

Group learning projects provide another valuable technique for accelerating team members' development of new behaviors. A group learning project is an on-the-job activity aimed at providing team members with direct experience implementing their new knowledge and skills. Through a learning project, team members discover how new concepts work in the context of their situation, while simultaneously having a direct and tangible impact on the organization.

The documents below provide steps, tips, and a template for initiating a group learning project with your team, along with two project recommendations for this topic.

Download resources:

[Tips for Initiating and Supporting a Learning Project](#)

[Learning Project Plan Template](#)

[Learning Project: Strengthen Your Emotional Intelligence](#)

[Learning Project: Build Your Support Network](#)

Helping New Managers Succeed

[Lauren Keller Johnson. "Helping New Managers Succeed." *Harvard Management Update*, February 2008.](#)

[Download file](#)

Summary

Making the leap from individual contributor to manager—it's one of the most challenging transitions in any career, and even the most talented individuals will stumble a few times as they assume their new roles. As the manager of a new manager, you can ease the transition by stressing three skills: balancing multiple demands from multiple constituencies; developing sources of informal power through relationships; and learning to delegate wisely.

Becoming the Boss

Linda Hill. "Becoming the Boss." *Harvard Business Review*, January 2007.

[Download file](#)

Summary

Even for the most gifted individuals, the process of becoming a leader is an arduous, albeit rewarding, journey of continuous learning and self-development. The initial test along the path is so fundamental that we often overlook it: becoming a boss for the first time. That's a shame, because the trials involved in this rite of passage have serious consequences for both the individual and the organization. For a decade and a half, the author has studied people—particularly star performers—making major career transitions to management. As firms have become leaner and more dynamic, new managers have described a transition that gets more difficult all the time. But the transition is often harder than it need be because of managers' misconceptions about their role. Those who can acknowledge their misconceptions have a far greater chance of success.

When a New Manager Stumbles, Who's at Fault?

Gordon Adler, Thomas J. DeLong, Ellen Hart, Kathleen Collman, John Doumani, Joseph L. Galarneau, and Julie Johnson. "When a New Manager Stumbles, Who's at Fault?" *Harvard Business Review*, March 1996.

[Download file](#)

Summary

Rafferty Goldstone, the protagonist of this HBR case study, was one of Bulwark Securities' hottest sales reps, but he dreamed of management. So he was elated when he was chosen to fill a manager's slot that had opened up on the East Coast. Now, six months later, he's in deep trouble and doesn't know where to turn for help. But who's responsible for Goldstone's floundering? And can anything be done to direct him down the right path?